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ABSTRACT

Despite the pervasive and consistent pattern of undereducation for Hispanics and their rapid growth as a proportion of the school population, there is a dearth of appropriate preventive and remedial programs to address their special needs. This report provides an overview of the educational status of Hispanics and notes the implications of the data. It includes sections on each of the following: (1) the history of Hispanics in the United States, (2) demographics, (3) school enrollment, (4) educational conditions, (5) literacy and educational conditions of Hispanic adults, (6) postsecondary education, and (7) composition of the teaching force. The final section of implications for education policy makers emphasizes the importance of the following: (1) programs aimed at early school success; (2) adequately training more bilingual, special education, and gifted and talented teachers; (3) required coursework in multicultural education for all teacher training programs; (4) combating curricular tracking; (5) tutoring at the high school level as well as for younger students; (6) dropout recovery programs and prevention programs that begin before high school; (7) test taking preparation seminars; (8) additional academic attention to Hispanic girls; (9) attention to adult illiteracy, and (10) increased college recruitment, financial assistance, and postsecondary educational efforts. An appendix includes census tables from each state. (LHW)

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The Education of Hispanics: Status and Implications

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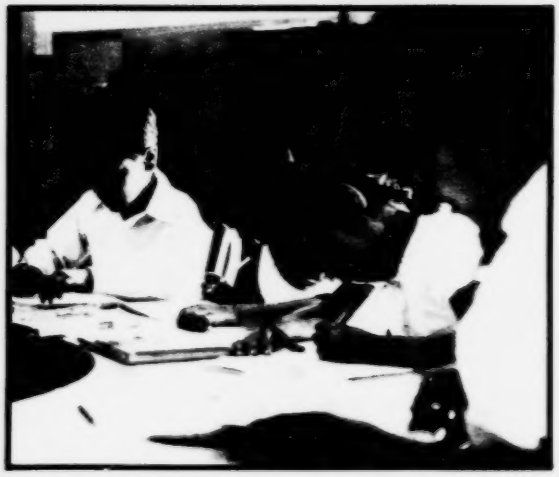

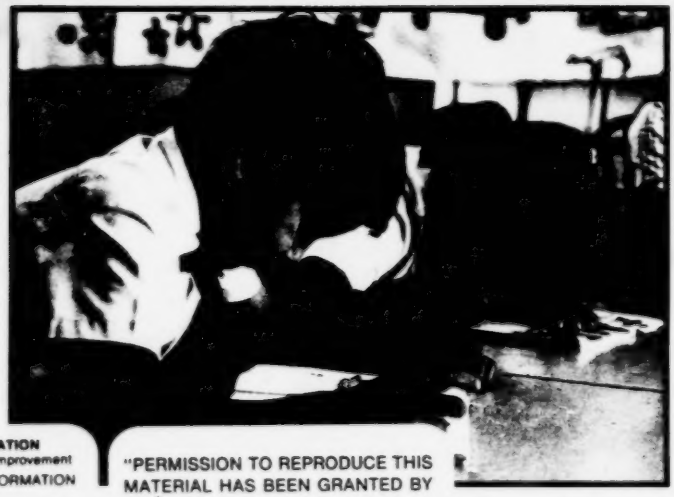

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The National Council of La Raza, one of the largest national Hispanic organizations, exists to improve life opportunities for the more than 20 million Americans of Hispanic descent. In addition to its Washington, D.C. headquarters, the Council maintains field offices in Los Angeles, Phoenix, and Edinburg, Texas. The Council has four missions: applied research, policy analysis, and advocacy on behalf of all Hispanic Americans; technical assistance and capacity-building support to Hispanic community-based organizations, Hispanic entrepreneurs, and elected and appointed officials in communities with large Hispanic populations; public information activities designed to inform Hispanic communities and the broader American public about Hispanic status, needs, and concerns; and special catalytic projects to meet identified Hispanic needs. La Raza's primary constituency consists of more than 80 affiliated Hispanic community-based organizations, located in 19 states and the District of Columbia.

THE EDUCATION OF HISPANICS: STATUS AND IMPLICATIONS

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INTRODUCTION

The American educational system is often portrayed as a pipeline, successfully transporting individuals from childhood to college or full participation in the world of work. However, it is becoming increasingly clear that this pipeline more closely resembles a sieve where Hispanic children are concerned. National and state data and local experience document that Hispanic children, youth and adults slip out of this pipeline at disproportionate rates. From kindergarten through college, proportionately fewer Hispanics than either Blacks or Whites are enrolled in school and those who are enrolled are often prepared for different futures than non-Hispanic children.

The table below illustrates the education pipeline and presents data for White, Black and Hispanic individuals at each significant marker along the way -- elementary and high school enrollment, high school completion, college enrollment and college completion. The percentages indicate the dramatic slippage. While Hispanics are enrolled in elementary school at about the same rate as Blacks and Whites (99.2%) only 5.3% of Hispanics are college graduates.

Figure I.1: The Educational Pipeline by Race/Ethnicity and Sex

	Elementary Enrollment	High School Enrollment	High School Grads	College Enrollment	College Grads
Total Students	99.2%	93.0%	81.6%	18.3%	17.8%
Whites	99.2	92.8	83.0	18.7	19.0
Blacks	99.5	93.5	69.1	14.7	9.1
Hispanics	99.2	90.3	60.0	12.2	5.3
Male Students	99.1	93.5	79.4	19.3	18.4
Whites	99.1	93.4	81.1	19.8	19.9
Blacks	99.3	93.8	58.8	15.0	8.4
Hispanics	99.6	90.7	57.4	10.6	5.4
Female Students	99.4	92.5	83.7	17.3	17.2
Whites	99.4	92.2	84.8	17.7	18.2
Blacks	99.7	93.1	78.2	14.5	9.6
Hispanics	98.7	89.8	62.4	13.7	5.2

Source: Current Population Survey, October 1984.

Despite the pervasive and consistent pattern of undereducation for Hispanics and their rapid growth as a proportion of the school population, there is a dearth of appropriate preventive and remedial programs to address the special needs of Hispanic students. Most school reform initiatives are not designed to improve education for Hispanic and other at-risk children and may actually increase the proportion of Hispanics who leave school without diplomas.

Despite the fact that Hispanics are one of the most undereducated groups of Americans, and have an educational status unique from Whites and Blacks, separate educational data are not always available for Hispanics. Far too often, studies and

surveys report data in two categories -- White and minority. If three categories are reported, they are often White, Black and other. This presentation of data leaves policy makers to guess or overlook the educational outcomes and needs of Hispanics.

This report is designed to provide an overview of the educational status of Hispanics and note the implications of some of the data for education policy makers. Its format is designed to provide quick and easy access to some of the most recent and important data on education and Hispanics. While the data in this report should provide users with a basic profile of the educational condition of Hispanics, those requiring more information will find that data have been footnoted by source to facilitate further research.

This document was designed for education policy makers, staff of community-based organizations, members of education associations and organizations, teachers, students, parents and members of the general public -- in short, for all those who need facts about the educational status of Hispanics relative to other population groups.

The data used here reflect some of the limitations of national efforts to collect, analyze and publish information on Hispanics. The most apparent limitation is that many of the data are national in scope and often do not provide information by Hispanic subgroup. Thus, many of the regional and subgroup differences can be lost. This report presents data where available from the 10 states with the largest Hispanic populations. Also, data are presented by Hispanic subgroup where available.

The primary source of information for this report is the Bureau of the Census; since the Census did not attempt to collect data on all Hispanics until 1980, a comprehensive longitudinal perspective on the characteristics of the Hispanic population does not exist. Though the Census collects information on Hispanics by subgroup -- Mexican American, Puerto Rican, Cuban, Central and South American, and Other Hispanic -- Census publications usually collapse figures for subgroups into an aggregated Hispanic category. Though information based on disaggregated Hispanic categories may be available on Census data user tapes, the typical data consumer lacking a computer, funds or know-how has limited access to such materials.

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I. HISTORICAL OVERVIEW

A. Introduction

Hispanic Americans are at once the oldest and newest immigrants to the United States. Hispanics who settled the Southwest long before the American Revolution became U.S. citizens through conquest during the last century, while recent immigrants from Latin America -- like other newcomers to this "nation of immigrants" since colonial days -- have arrived in search of political and religious freedom and economic opportunity. Many Hispanics have come to the United States in the century since the Statue of Liberty first raised her torch, but few entered this country through Ellis Island. While their roots reach back to Spain, most have come to the United States from other parts of the Western Hemisphere, reaching this country more often by land than by sea.

The term "Hispanic American" is a recently developed identifier for a very diverse group of Americans including persons of Mexican, Puerto Rican, Cuban, other Central and South American, and Spanish descent, as well as other Latinos. The term "la raza" -- literally "the race" or "the clan" -- designates the Hispanic people of the New World, a new people combining the blood and heritage of the Spanish, Native Americans, and Africans. The history of Hispanics in the United States is best described by major nationality and subgroups.

B. Mexican Americans

The Spanish were among the country's first settlers, and Mexican Americans made major contributions to the early development of the Southwest. The discovery of America by Christopher Columbus was financed by Spain, and October 12, 1492, is still commemorated as a major Hispanic holiday, "El Dia de la Raza." Early explorers included many Spanish, among them Panfilo Narvaez, who explored what is now Florida in 1528; Coronado, who explored the Southwest in 1540; Cabrillo, who discovered San Diego Bay in 1542; and Chamuscado and Rodrigues, who explored the Rio Grande Valley and New Mexico in 1581.

The Spanish colonized North America before the English. St. Augustine was established in 1563; the colonization of New Mexico and Texas began -- and El Paso was founded -- in 1598 under the leadership of Juan de Onate; Santa Fe was established in 1609. By the middle of the nineteenth century, Spanish-speaking persons were settled throughout what is now the American Southwest. This land, along with present-day Mexico, achieved independence from Spain in 1821, following the famous 1810 Revolution led by Father Miguel Hidalgo, a revolution which remains a Mexican symbol of action against oppression.

By 1853, 32 years after independence, the northern half of Mexico's territory had been acquired by the United States -- through purchase or by force. The treaty of Guadalupe Hidalgo in 1848, which ended the Mexican War, ceded to the United States Texas, California, most of Arizona and New Mexico, and parts of Colorado, Utah, and Nevada. The Treaty gave Mexican nationals one year to choose U.S. or Mexican citizenship; 75,000 Spanish-speaking persons chose to stay in the ceded territories. The Gadsen Purchase of more than 45,500 square miles of territory completed United States acquisition of the Southwest.

As Anglo Americans came to settle the newly acquired lands, the Hispanics suffered from increasing discrimination. By 1900, in spite of the Treaty of Guadalupe Hidalgo, which guaranteed the property rights of Mexicans choosing to remain in the newly acquired territories, most Southwestern states had language laws inhibiting Hispanic participation in voting, judicial processes, and the schools. In 1902, the Reclamation Act

speeded up the dispossession of many Mexican Americans from their land in favor of Anglo settlers. No states required segregation of Mexican Americans by statute, but an 1895 California law implied its legality, and discrimination and isolation became the accepted practice. In Texas, many towns had three separate school systems -- for Anglos, Mexican Americans, and Blacks.

About one-third of today's Mexican Americans are descended from the Mexican colonists in the Southwest. The others are immigrants and descendants of immigrants who came to the U.S. after 1848. The largest immigrations, totalling about one million persons, occurred between 1910 and 1930. A major cause was the 1910 Revolution in Mexico and the political unrest which followed, recurring throughout the 1920s. Mexicans came to the United States to work in the mines and on the railroads (particularly after U.S. immigration laws were changed in 1882 to exclude Chinese immigrants), later to work in agriculture, and most recently for jobs in industry. The immigrants were welcomed in the last century and also during World War I and during the post-war boom, but became most unwelcome after the Depression began. Mass deportations of Mexican nationals occurred, without protection of their legal rights; thousands of American citizens of Mexican heritage were illegally deported along with them.

With the onset of World War II, Mexican immigration was again encouraged. An arrangement was made with the Mexican government in 1942 to supply temporary workers for American agriculture. Formalized by legislation in 1951, the *bracero* program brought an annual average of about 356,000 Mexican workers into the United States until it was ended in 1964 due to high domestic unemployment. Many of the *braceros* stayed in the United States.

After the war, Mexican Americans faced economic difficulties and discrimination due to competition for jobs. Between 1954 and 1958, this negative feeling led to Operation Wetback, another set of massive deportations, through which 3.8 million persons of Mexican descent were deported. Many U.S. citizens were also arrested and detained. A cap on immigration from the Western Hemisphere was enacted for the first time in 1965, becoming effective in 1968. However, immediate family members of American citizens were allowed to enter the country without a ceiling, and legal immigration from Mexico averaged more than 60,000 between 1971 and 1980.

In addition to legal immigrants, an increasing number of undocumented persons have entered the U.S. from Mexico in recent years. Estimates of the number of illegal immigrants are unreliable, depending upon incomplete Census data and reported apprehensions by Immigration officials, which vary according to personnel and procedures used. Most undocumented persons apprehended are Mexicans, since most enforcement occurs in the U.S.-Mexico border region. In addition, many individuals are apprehended more than once in a year, and are thus counted more than once. Informed estimates of the number of undocumented Mexican residents of the United States vary from three to five million. It is not clear what proportion of these individuals remain in the United States; there is some evidence that many return to Mexico after working in the U.S. for several years, or go home to retire.

C. Puerto Ricans

As U.S. citizens by birth, Puerto Ricans can move freely between the Island of Puerto Rico and the U.S. mainland. The United States took over control of Puerto Rico from Spain during the Spanish-American War. Puerto Rico was ceded to the U.S. in the Treaty of Paris, signed December 10, 1898, ending 387 years of Spanish rule for the Island. While many assumed that "citizenship by annexation" immediately entitled all Puerto Ricans to voting rights and all other privileges of citizenship, mainland Puerto Ricans sometimes found that they were not permitted to register or vote. An Act of

Congress finally resolved this problem in 1917 by making all Puerto Ricans American citizens. This considerably encouraged movement between the Island and the mainland, and there was a significant Puerto Rican community in New York by the early 1920s, but large-scale migration to the mainland did not occur until after World War II. There were about 300,000 Puerto Ricans on the mainland in 1950, 1.4 million in 1970, and 2.6 million in 1985. Today, more Puerto Ricans live in New York than in any single city on the Island.

Very few early "settlers" moved to other parts of the U.S.; most of the movement into states other than New York -- New Jersey, Connecticut, Massachusetts, Pennsylvania, and Illinois, for the most part -- occurred after 1960, except for temporary residence for agricultural work. Since 1946, Puerto Rican migrant workers have helped harvest crops in New Jersey and other Northeastern states. Today, Newark has the largest Puerto Rican population in New Jersey. Boston, Philadelphia, and Bridgeport, Connecticut, are other Northeastern cities with major concentrations of Puerto Ricans today. But the largest population of Puerto Ricans outside New York is in Chicago. More than 97% of mainland Puerto Ricans live in urban areas.[1]

D. Cubans

Cuba was briefly a U.S. possession after the Spanish-American War but became independent in 1902. In 1950, only about 34,000 Cuban Americans lived in the United States. The vast majority of Cubans have come to this country since Fidel Castro reached power, and they have come primarily into Dade County, Florida. Although the migration which began in 1959 slowed for a time after Castro halted airlifts from Cuba in 1973, the 1980 "Mariel boat-lift" brought some 130,000 new Cuban refugees. The migration of the past 27 years has been politically induced. Particularly during the first few years, most of the Cubans arriving in the United States "did not look upon themselves as traditional immigrants, but rather as temporary exiles from a homeland only 90 miles from the Florida coast. As a result, the majority of Cubans decided to remain in the Miami area. Being in South Florida, they had friends and relatives near by, they were close to Cuba, and thus, by being together, they kept alive the hopes of an early return to Cuba."[2] This hope of return to their homeland has gradually decreased, however, and the 1970s and 1980s immigrants -- some of whom came first to other nations to await legal entry into the U.S. -- generally do not expect to return to Cuba. Moreover, thousands of children have been born in the U.S. or come here as babies; they view themselves as Americans. Cubans have the highest naturalization rates of any Hispanic nationality group.

Today, there are about one million Cubans in the United States. While the large majority still live in Southern Florida, there are also large concentrations of Cubans in New York City, Chicago, Los Angeles, Boston, and New Jersey, especially the Union City area.

E. Other Hispanics

This broad category includes Hispanics from Latin American countries other than Mexico and Cuba, as well as persons from Spain, the Caribbean, and the Philippines who consider themselves Hispanic, and all other Hispanics.

At different times, waves of immigrants have arrived from Nicaragua, Colombia, the Dominican Republic, Guatemala, and El Salvador, among other countries. More than half these immigrants have come to the U.S. since 1970; less than one-third are native-born. Often, they have entered this country through Mexico. Some have entered within the Western Hemisphere or country-by-country immigration quotas. Others originally

came to the U.S. on tourist or student visas, and then stayed in this country without legal status. Some Dominicans first obtained visas to visit Puerto Rico, then journeyed from there to New York. Those fleeing civil wars have often reached this country through circuitous and difficult routes.

Recent Central American immigration can be traced largely to economic and political conditions in the source countries, especially during the past two decades. The establishment of the Central American Common Market and the growth of a manufacturing sector during the 1960s improved economic conditions in the region. Then in 1969, a border war between Honduras and El Salvador created instability, and in the early 1970s the Common Market broke down and economic growth slowed. Since 1979, political disturbances and the existence of armed resistance movements have contributed to large migrations to other Central American countries and the United States from El Salvador, Guatemala, and Nicaragua. Many Guatemalans, Nicaraguans, and Salvadorans who have entered the United States in the past seven years consider themselves to be political refugees but have not been given that legal status. A time series analysis found that human rights violations and political violence have been the major motivation for Salvadoran immigration to the U.S. since 1979.

The number of Central and South Americans in this country in 1950 has been estimated at just 57,000. In 1985, a separate Census count of Central and South Americans identified 1.7 million such persons, as well as 1.4 million "other Hispanics."

The Central American population and its dispersal throughout the country have increased greatly in recent years. There are large and varied Latin American communities in Washington, D.C., Chicago, San Francisco, and Los Angeles, as well as Miami. There are large numbers of Dominicans in New York City, Guatemalans in Los Angeles, and Salvadorans in Los Angeles and Washington, D.C. The largest Colombian communities are in Miami, Los Angeles, and New York; perhaps the fastest growing is in Washington, D.C., and the oldest in Chicago. Nicaraguans live primarily in Miami, Southern California, and San Francisco. In San Francisco the Mission District, one of the oldest Hispanic communities in that city, now includes more Central and South Americans than Mexican Americans.

II. DEMOGRAPHIC OVERVIEW

A. Size and Growth

Most federal agencies did not systematically collect data on Hispanics until 1974 when Congress specifically directed them to do so. Information on Hispanics continues to be confused by the fact that, over the years, many terms have been used to describe Hispanic Americans. Spanish surname, Spanish origin, Spanish parentage, and other terms have all been used to try to identify Hispanic Americans. The 1980 Census relied on self-identification, defining Hispanic Americans as those who responded affirmatively to the question: "Is this person of Spanish/Hispanic origin or descent?"

According to the 1980 Census, Hispanic Americans then numbered about 14.6 million, and represented 6.4% of the population of the mainland United States. The 1985 Current Population Survey reported that this number had increased to 16.9 million, an increase of 2.3 million persons or 16% over 1980 Census figures. According to 1985 data, Hispanics comprised 7.2% of the United States.[1]

Hispanics are steadily growing as a proportion of the United States population. The large apparent growth between the 1970 Census, which reported 9.1 million persons of Spanish origin, and the 1980 Census, which reported 14.6 million, triggered a flurry of public notice and debate about the "rising tide" of Hispanics. Many attributed this increase to a "dramatic influx" of immigrants, both documented and undocumented. Although Hispanic immigration has been, and continues to be, significant, the large apparent growth in 1980 was primarily due to the following causes:

- The 1970 Census undercounted Hispanics by up to 40% and the 1980 Census provided a more nearly accurate count;
- Hispanics have a lower median age than other population groups, resulting in a higher proportion of women of child-bearing age; and
- Hispanic birth rates have not declined over the last two decades as significantly as birthrates for the White and Black population.

Independent of continuing immigration, the last two factors ensure that the Hispanic population will continue to grow in the coming decades.

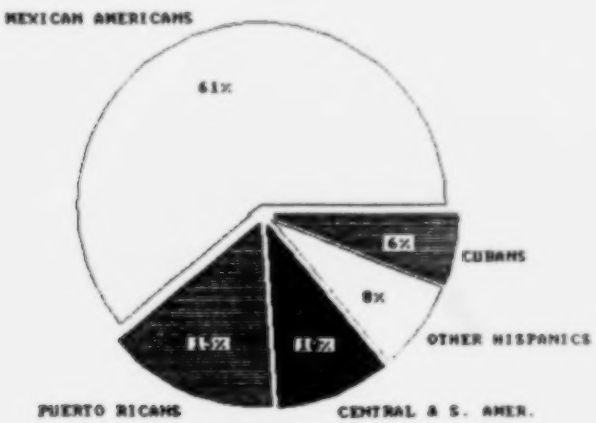
By the year 2000, the Hispanic proportion of the U.S. population is expected to increase from 7.2% (1985) to between 8.6% and 9.9%. The lower estimate projects a total of 23.1 million Hispanics, of whom 2.8 million (12%) would be new immigrants. The higher proportion reflects about 26.9 million Hispanics, and assumes higher fertility and more new immigrants -- about 5.1 million, or 19% of the total. Natural growth of the youthful native Hispanic population accounts for the bulk of the population increase under either projection.[2]

B. Hispanic Subgroups

As previously noted, the term "Hispanic American" is a recent term which describes a population consisting of several distinct subgroups. Although united by language and culture, various Hispanic subpopulations differ in demographics and in their educational and employment status. The nation's Hispanic population is best described in terms of its four distinct groups and a residual category.

Mexican Americans are the largest group, numbering 10.3 million in 1985 and constituting 60.6% of the Hispanic population. Puerto Ricans are the second largest group, numbering 2.6 million in 1985 (NOTE: Census figures do not include the approximately 3.2 million Puerto Ricans living on the Island of Puerto Rico). Puerto Ricans are 15.1% of the Hispanic population. Central and South Americans -- a separate category established recently by the Census Bureau which had previously included these individuals in the "Other Hispanic" category -- numbered approximately 1.7 million in 1985 and constitute 10.2% of the total Hispanic population. This is almost certainly a low estimate, excluding many undocumented Central and South Americans, primarily Salvadorans. Estimates of the number of Salvadorans in the U.S. range as high as 500,000.[3] The relative size of the various major subgroups is shown below.

Figure 2.1: Hispanic Population by Subgroup



"Other Hispanics" is the residual category which includes individuals from Spain and Portugal, the descendents of Spanish *conquistadores*, and other Hispanics who do not identify themselves as members of the other four groups. This group numbered 1.4 million in 1985 and constituted 8% of all Hispanics. Cubans are the least numerous of the identified groups, totaling one million and comprising 6.1% of the Hispanic population.

Figure 2.2: 1985 Hispanic Population and Subgroups

Group	Number in Millions	% of Hispanic Population	% of U.S. Population
All Hispanics	16.9	100.0	7.2
Mexican Americans	10.3	60.6	4.4
Puerto Ricans	2.6	15.1	1.1
Central & South Americans	1.7	10.2	0.7
Other Hispanics	1.4	8.0	0.6
Cubans	1.0	6.1	0.4

Source: Current Population Survey, March 1985.

C. Geographic Distribution

While the nation's Hispanic population is relatively small as a proportion of the total U.S. population, it is increasingly visible because of its concentration in major metropolitan areas and the growing Sunbelt states. As of 1980, 90% of Hispanics resided in only 15 states, although Hispanics can be found in every state in the country (See Figure 2.3). In addition, as of 1980:

- Two-thirds of all Hispanics lived in three states: 33% lived in California, 21% in Texas, and 11% in New York;
- Hispanics comprised more than 10% of the state population in five states: New Mexico (37%), California (19%), Texas (21%), Arizona (16%), and Colorado (12%);
- In addition to clustering in certain locations, Hispanics were concentrated in certain regions according to subgroup. In 1980, 75% of Mexican Americans lived in California or Texas; about 50% of mainland Puerto Ricans were in New York; and 60% of Cuban Americans lived in Florida; and
- Hispanics were the nation's most urban population, with 87% living in metropolitan areas.[4]

Figure 2.3: Rank Order of 15 States with Highest Hispanic Population

State	Hispanic Population	% of Pop. Hispanic	% of U.S. Hispanic Pop.
California	4,543,770	19.2%	33.1%
Texas	2,985,643	21.0	20.5
New York	1,659,245	9.5	11.4
Florida	857,898	8.8	5.9
Illinois	635,525	5.6	4.4
New Jersey	491,867	6.7	3.4
New Mexico	476,089	36.6	3.3
Arizona	440,915	16.2	3.0
Colorado	339,300	11.8	2.3
Michigan	162,388	1.8	1.1
Pennsylvania	154,004	1.3	1.1
Massachusetts	141,043	2.5	1.0
Connecticut	124,499	4.0	0.9
Washington	119,986	2.9	0.8
Ohio	119,880	1.1	0.8

Source: 1980 U.S. Census.

D. Age, Birth Rates and Family Status

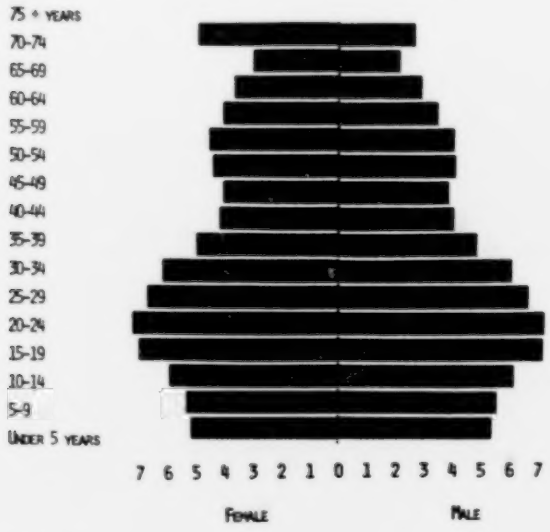
The age distribution of the Hispanic population is markedly different from that of the Black or White population. The distribution also varies among Hispanic subgroups with Mexican Americans and Puerto Ricans being generally younger than Cuban Americans. The different shapes made by Hispanic, Black, and White age distribution charts (Figure 2.4), and by Mexican American, Puerto Rican, and Cuban charts (Figure 2.5) graphically depict these age differences.

About one Hispanic in ten is a child under five years of age. The proportion of the population that is of school age is greater for Hispanics than for all other population groups. Over 25% of Hispanics are between 5 and 17 years of age, compared to only 19% of the total population. The proportion of school-age population varies by subgroup as follows: Mexican Americans, 27.4%; Puerto Ricans, 26.5%, Cubans, 14.4%, Central and South Americans, 21.6%; and Other Hispanics, 19.4%.[5]

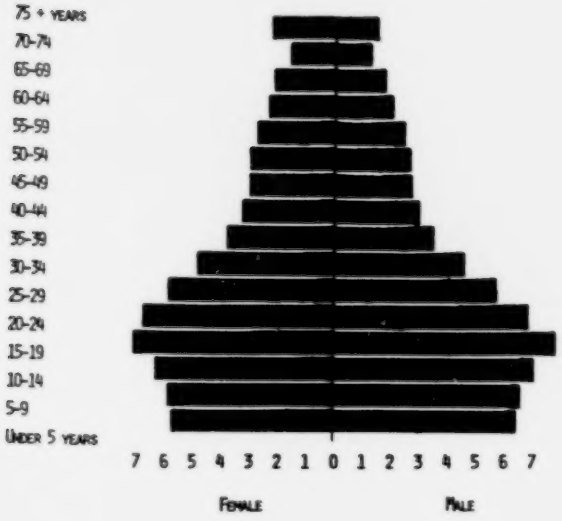
The large percentages help explain why, in an era of declining public school enrollments, the Hispanic proportion of the public school population is growing. The youthful demographic profile also helps explain why education is of such intense interest and concern to Hispanics. Data from the 1985 Current Population Survey show that:

- Hispanics have a median age of 25.0 years, as compared to a national median age of 31.9 years;
- Among the Hispanic subgroups, median ages range from 23.3 years for Mexican Americans and 24.3 years for Puerto Ricans, to 27.1 years for Central and South Americans, 29.6 years for Other Hispanics and 31.9 years for Cubans;
- Nearly 25% of all Hispanic-origin births in 1980 were to unmarried mothers. Comparing racial/ethnic groups, the proportion of non-marital births was 20.3% for Mexican Americans, 46.3% for Puerto Ricans, 10.0% for Cubans, 9.3% for Whites, and 56.4% for Blacks;
- In 1985, there were approximately 3.9 million Hispanic families. Most were married couple families (72%) but more than a fifth (23%) were families maintained by a female with no husband present. The proportion of female-headed households was highest for Puerto Rican families (44%), followed by Central and South Americans (21.9%), Other Hispanics (21.3%), Mexican Americans (18.6%) and Cuban families (16%); and
- The size of Hispanic families is slightly larger (3.88 persons) than the average family size for the total population (3.23). Average family size by Hispanic subgroup varies as follows: Mexican Americans, 4.15 persons; Central and South Americans, 3.74 persons; Puerto Ricans, 3.62 persons; Other Hispanics, 3.41 persons; and Cubans, 3.13 persons.[6]

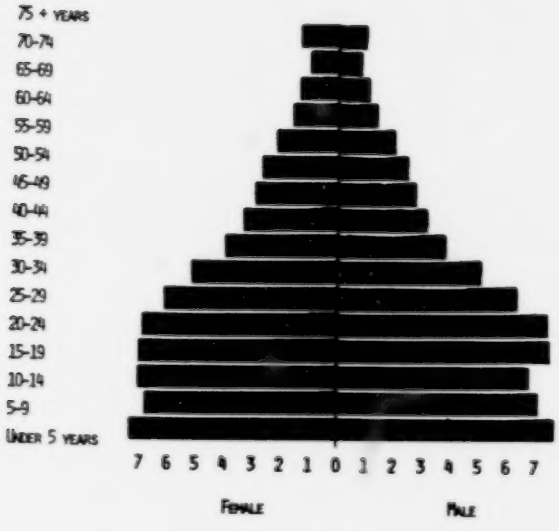
Figure 2.4: Population Distribution by Age, Race/Ethnicity and Sex



Whites



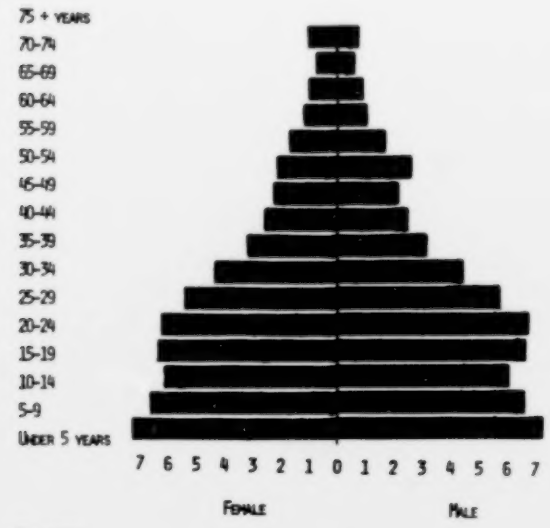
Blacks



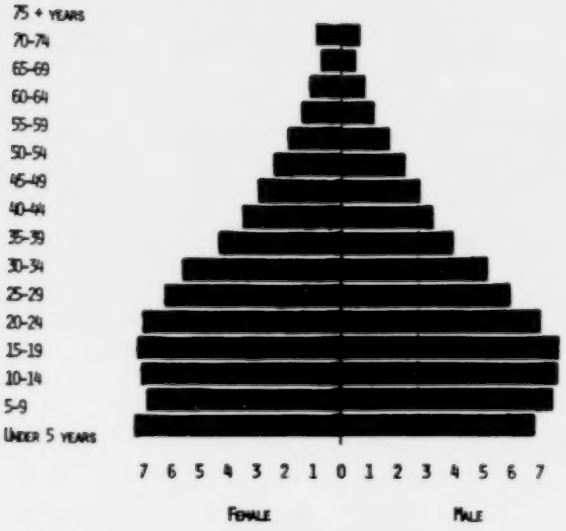
Hispanics

Source: 1980 Census.

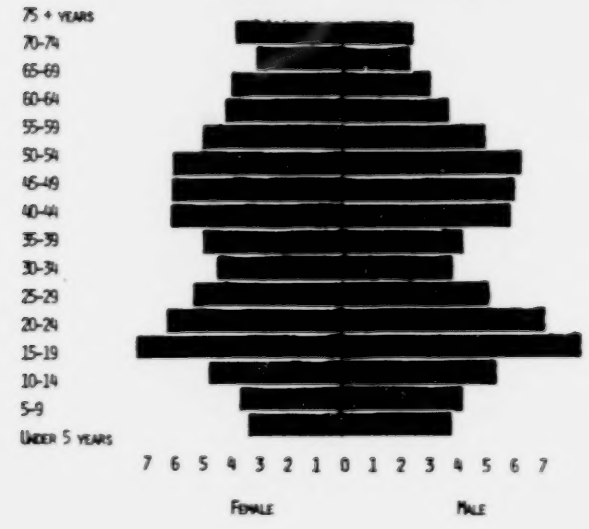
Figure 2.5: Population Distribution by Age, Sex and Hispanic Subgroup



Mexican Americans



Puerto Ricans



Cubans

Source: 1980 Census

E. Nativity and Citizenship

Hispanics in the United States may have any of the following immigration statuses. They may be native-born citizens, born either within the 50 states or on the Island of Puerto Rico. They may be foreign-born persons who have become naturalized citizens or legal immigrants with resident alien status. They may be legal refugees. Or they may be undocumented immigrants or refugees who have come to the U.S. without legal sanction. Data on nativity indicate that:

- Nearly three-fourths of Hispanics are native-born U.S. citizens;
- A national study in 1980 of high school sophomores and seniors found that among Hispanic subgroups, Mexican Americans had the highest percentage of native-born persons (sophomores, 88.2%; seniors, 89.4%), and Cubans the lowest (sophomores, 52.7%; seniors, 48.0%).[7] Census data indicate that about three-quarters of Mexican Americans, one-third of Central and South Americans, and one-fourth of Cubans are native-born; and
- Information from the National Association of Latino Elected and Appointed Officials (NALEO) indicates that the proportion of adult Hispanics who are **not** citizens varies considerably by state of residence as shown below.[8]

Figure 2.6: Percentage of Hispanic Population Who Are Non-Citizens, by Selected States

State	% Hispanic Population Who are Non-citizens
Florida	42.8%
California	37.9
Illinois	37.6
New Jersey	30.0
New York	24.1
Texas	17.1
Arizona	16.1
Colorado	5.6
New Mexico	4.6

NOTE: Individuals who are non-citizens may be legal resident aliens, refugees or of undocumented status.

Source: NALEO National Report, June 1985.

F. Language Characteristics

Continuing immigration, migration between the U.S. mainland and Puerto Rico and between the U.S. and Latin America, and the past isolation of many Hispanics have combined to assure that a large number of Hispanics speak Spanish in addition to English or are limited-English proficient. This fact distinguishes Hispanics from other ethnic minorities, and gives a different dimension to their educational needs. Although the large majority of Hispanics speak Spanish -- with varying degrees of fluency -- the 1980 Census figures show that most Spanish-speaking families in the United States also

speak English. Hispanics differ from other language-minority groups in that, although they acquire English at about the same rates as other groups, it appears that a high percentage also retain native language skills. Studies have shown that:

- Most Hispanics speak English. Information from the 1980 Census indicated that approximately 5% of the U.S. population (11 million persons) spoke Spanish at home. Of those individuals, 76% also reported that they spoke English very well or well. Only about one-fourth of Spanish speakers reported that they did not speak English well or at all.

- Although not yielding nationally reliable data, a 1984 survey of Hispanics over 16 in 30 major Spanish markets by Yankelovich, Skelly, and White, Inc., indicated that 45% of the portion of the sample that reported speaking Spanish also described themselves as bilingual. Another 23% indicated that they spoke enough English to "get by," and only 20% indicated that they were Spanish monolinguals. The same study reported that 88% of Hispanics were fluent in Spanish, and 74% described fluency in both English and Spanish as their language goal.[9]

- There is wide variance in the estimates of the numbers of limited-English proficient (LEP) children. This results primarily from the different definitions and assessment measures used to identify LEP children. The definition of a LEP child used by the federal government to determine those eligible to participate in federally-funded bilingual education programs specifies that LEP children are those who have "sufficient difficulty speaking, reading, writing or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms where the language of instruction is English" *(Title II, P.L. 98-511).*

- Many attempts to count the LEP population, including the 1980 Census, have relied on subjective assessments by a child's parent or teacher about the child's degree of English proficiency. However, the 1978 Children's English and Services Study (CESS) illustrated the unreliability of using only a subjective assessment of language ability. CESS data indicate that 72% of children identified by others as speaking English very well or well were, when tested, limited-English proficient. Additionally, assessing only English speaking ability does not take into account other English language skills such as reading and writing, which are essential for school success.[10]

The CESS study estimated that in 1978 there were 1.7 million Spanish-language background children ages 5-14 with limited-English proficiency, and other data indicate that this number is projected to increase to 2.6 million by the year 2000. Texas, California and New Mexico have the highest percentages of limited-English proficient persons, and 11 states have LEP rates above the national average of 2.3% of the state population.

Not all schools assess children's language proficiency to determine whether or not they need special language assistance programs. The CESS study found that only 36% of children the study identified as LEP had been assessed by their schools for English language proficiency. Recently reported data from the Office for Civil Rights (OCR) indicate that failure to identify and assess children's language proficiency was found as recently as 1984 in some of the school districts being monitored and investigated by OCR *(Education Week, June 4, 1986).*

G. Employment

Approximately 7.4 million Hispanics 16 years old and over were in the nation's civilian labor force in 1985. Estimates show that in 1990 Hispanics will account for 8% to 9% of the labor force.

One reason for this continued growth as a proportion of the labor force is the fact that Hispanics are the nation's youngest subpopulation. Almost 47% of Hispanics are 21 years old or younger, compared to 35% of the total population. This age distribution forecasts large cohorts of Hispanic youth for years to come. These Hispanic children, along with other minority children, will form a growing proportion of the future labor force.[11]

Labor force participation rates for Hispanic men are higher than those for any other group of men. Over 80% of Hispanic men 16 years and over were either working or seeking work in 1985, as compared to 77% of White men and 71% of Black men. Labor force participation rates vary tremendously by gender (only 49.4% of Hispanic women were employed or actively seeking employment) and by Hispanic subgroup (Puerto Ricans have the lowest rate and Mexican Americans the highest). Labor force participation also varies by age; among youth aged 16 to 19 of both sexes, the percentage of those employed or actively seeking work is lower. White youth registered the highest rate in 1985 (57.5%), compared to Hispanic youth (44.5%) and Black youth (41.2%).

Figure 2.7: 1985 Labor Force Participation Rates by Race, Sex, Hispanic Subgroup
(Population 16 Years and Over)

Group	Men	Women
White	77.0	54.1
Black	70.8	56.5
Hispanic	80.4	49.4
Mexican American	83.0	50.4
Puerto Rican	70.3	38.2
Cuban	77.3	55.2

Source: Bureau of Labor Statistics Handbook, June 1985.

The proportion of Hispanic men who are actually employed is only slightly less than the proportion of White men who are employed. This measure, the employment-population ratio, unlike the labor force participation ratio, measures only the percentage of the population that is actually employed. Hispanic men in 1985 were employed at about the same rate as White men and substantially above the rate for Black men. Hispanic women, however, reported the lowest employment-population ratios of all groups. Employment ratios are also lower for Puerto Rican men and women than for men and women of other Hispanic subgroups (See Figure 2.8). These ratios are also lower for youth, and Hispanic youth do not compare favorably to White youth. Hispanic youth ages 16-19 of both sexes had an employment-population ratio of 33.7% in 1985, compared to 48.5% for White youth and 24.6% for Black youth.

Figure 2.8: 1985 Employment-Population Ratios by Sex, Race, Hispanic Subgroup
(Population 16 Years and Over)

Group	Men	Women
White	72.3	50.7
Black	59.9	48.1
Hispanic	72.2	43.8
Mexican American	74.3	44.6
Puerto Rican	61.2	32.3
Cuban	71.6	51.3

Source: Bureau of Labor Statistics Handbook, June 1985.

The Hispanic unemployment rate is typically 60% above the White rate in both good and bad economic times, but is consistently about one-third below the Black rate. As Figure 2.9 indicates, in 1985, the Hispanic unemployment rate was 10.5%, compared to just 6.2% for Whites and 15.1% for Blacks. There are considerable subgroup differences; Puerto Ricans typically have the highest unemployment rate and Cubans the lowest. Hispanic youth unemployment is also high; about one-third of Puerto Rican and one-quarter of Mexican American youth are unemployed, compared to less than one-sixth of White and more than two-fifths of Black youth.

Figure 2.9: Unemployment Rates - 1985 Annual Averages by Race, Sex, and Hispanic Subgroup

Group	Total	Men	Women	Youth
Whites	6.2%	6.1%	6.4%	15.7%
Blacks	15.1	15.3	14.9	40.2
Hispanics	10.5	10.2	11.0	24.3
Mexican Americans	10.9	10.5	11.6	23.6
Puerto Ricans	13.9	13.0	15.2	33.4
Cubans	7.3	7.5	7.0	N.A.

Source: Bureau of Labor Statistics, Handbook of Labor Statistics, June 1985.

H. Income and Poverty

Current income statistics indicate that Hispanic families earn substantially less than White families, and the gap is not narrowing. Earnings for employed Hispanics average about 30% less than for Whites. Earnings are especially low for Hispanic females. The proportion of Hispanic children living in poverty in 1984 was more than double that of non-Hispanic families. Some 25% of Hispanic families had incomes below the poverty level as compared to 11% of non-Hispanic families; poverty rates were highest for Puerto Ricans.[12]

Figure 2.10: Proportion of Families Below Poverty Level -- 1984

Group	Percent
Non-Hispanic	11
Hispanic	25
Mexican American	24
Puerto Rican	42
Cuban	13

Source: Hispanic Children in Poverty, 1985.

The incidence of poverty among Hispanic children in 1984 was 84% above that for all U.S. children. Out of every 100 related Hispanic children (children who are under 18 years old, live with other family members and are not heads of families nor married to a family head), 39 lived in families whose cash income fell short of the poverty threshold, as compared with 21 per 100 in the total population and 13 in the White population. In 1984, Hispanic poverty rates increased for children in both female-headed and male-present families.

Figure 2.11: 1984 Poverty Rates for Related Children

Group	Number Poor (Thousands)	% Poor
White		
Total	5,828	13.1%
Female Headed	2,332	39.7
Male Present	3,495	9.1
Black		
Total	4,277	46.1
Female Headed	3,196	66.1
Male Present	1,082	24.4
Hispanic		
Total	2,317	38.7
Female Headed	1,093	71.0
Male Present	1,223	27.5

Source: Hispanic Children in Poverty, 1985.

Hispanic children in female-headed households were the most likely to be poor, although Hispanic children in households with a male present were also more likely to be poor than similarly situated non-Hispanic children. Two-thirds of Hispanic and Black children in female-headed households were poor in 1984.

According to *Hispanic Children in Poverty*, a 1985 report prepared by the Congressional Research Service, demographic factors (such as family type, family size, and age of family head) account for less of the poverty among Hispanic children than among non-Hispanic Black children. This, according to CRS, implies that "other factors, such as parents' education and level of work effort, affect the poverty rate of Hispanic children more than that of non-Hispanic Black children." [13]

Poverty rates were also high for Hispanic married couple families whose father worked full time. The poverty rate for Hispanic children in such families in 1984 was almost triple that of non-Hispanic White children and 45% above that for non-Hispanic Black children, reflecting the fact that Hispanics have lower median weekly earnings ($250 in 1985) than Blacks ($277) or Whites ($355).

III. SCHOOL ENROLLMENT

A. Overview

Of the 41.1 million children attending public schools in the fall of 1984, 8.8% or approximately 3.6 million were Hispanic.[1]

As the table below indicates, the Hispanic portion of the total elementary and secondary student population declines in the upper grades. The larger proportion of Hispanic children in the early grades reflects both the higher Hispanic birthrate and lower median age, and the higher Hispanic dropout rate. The minority (Black and Hispanic) portion of the population ages 18 to 24 enrolled in high school is much higher than the minority portion aged 16 and 17. This reflects the fact that minorities have lower graduation rates than White students.

Figure 3.1: Enrollment in Elementary and High School Grades by Race/Ethnicity and Sex
(Student Enrollment in Thousands)

	1 to 4	5 to 8	9 to 10	11 to 12	All
Total Students	13217	13958	7226	6717	41118
Whites	80.4%	79.6%	81.1%	82.2%	80.5%
Blacks	15.8	14.7	15.6	14.7	15.2
Hispanics	9.4	9.3	8.6	7.0	8.8
Male Students	6799	7201	3673	3396	21069
Whites	41.3	42.3	41.6	41.6	41.7
Blacks	8.1	7.6	7.6	7.2	7.7
Hispanics	4.8	4.7	4.4	3.5	4.5
Female Students	6418	6757	3553	3321	20049
White	39.1	39.5	39.5	40.6	39.6
Blacks	7.7	7.2	8.0	7.5	7.6
Hispanics	4.6	4.6	4.2	3.5	4.3

Source: Current Population Survey, October 1984.

In most of the ten states with the largest Hispanic populations, the percentage of Hispanic elementary and secondary school enrollment was much higher as of 1980. More than four in ten school children in New Mexico were Hispanic, as were approximately one-fourth of school children in Arizona, California and Texas,[2] (See Figure 3.2).

Figure 3.2: Hispanic Enrollment in Elementary and Secondary Schools as a Percentage of State Enrollment
(Selected States)

State	% Hispanic Enrollment
New Mexico	44.1%
Texas	27.3
California	25.3
Arizona	22.0
Colorado	16.0
New York	12.0
New Jersey	8.6
Florida	9.9
Connecticut	5.9
Illinois	1.5

Source: 1980 Census.

The 1980 Census indicated that approximately 90% of Hispanics were enrolled in public schools. According to Census Bureau data from 1979, 88% of those Hispanics enrolled in private schools attended church-affiliated schools. Data from the National Catholic Educational Association show that in the 1982-83 school year, Hispanic students represented 9.7% of elementary and 7.2% of secondary Catholic school enrollments.

B. Enrollment in Remedial and Gifted and Talented Programs

Hispanic children are less likely to be placed in programs for the gifted and classes for honors students than are White or Black children. A variety of factors contribute to this situation, including the low educational attainment of many Hispanic parents, the high percentage of the Hispanic population who live in poverty, and the high percentage of Hispanic children who attend segregated schools.

Language proficiency also plays a role in enrollment decisions. Many times such educational "tracking" begins early in elementary school, before some very bright Hispanic children have become fully proficient in English. Also, many children with limited-English proficiency do not receive any special language instruction to help them learn English; they are enrolled in "regular" classes and left to "sink or swim," or are enrolled in courses called "bilingual" or English-as-a-Second-Language courses but staffed by untrained teachers. Not surprisingly, many "sink" and are referred to remedial classes.

Additionally, very few special programs exist to serve Hispanic children who are limited in English proficiency. Even where bilingual programs and testing instruments in Spanish exist, there is often nowhere to place such children once they are correctly identified since bilingual gifted and talented and remedial programs are a rarity.

According to 1978 data from the U.S. Department of Education's Office for Civil Rights, Hispanic students constituted only 5% of all children enrolled in gifted and talented programs, although they then accounted for 6.8% of the total school population. In contrast, White students constituted 75.3% of the total school population, but 81.0% of enrollments in gifted and talented programs.[3]

Hispanics are similarly underrepresented in high school honors classes. The 1980 High School and Beyond Survey found that Hispanic high school seniors, as compared to all other racial/ethnic groups, were the least likely to participate in honors mathematics and English courses.

The difference between enrollment levels in honors and remedial courses was also substantially greater for Hispanics than for Whites. Of White high school seniors, 23% were enrolled in honors mathematics, and 29% were enrolled in remedial mathematics. However, 18% of Hispanic seniors took honors courses in mathematics, while almost twice that percentage (38%) took remedial classes in the same area.[4]

C. Enrollment in Segregated Schools

Although school segregation declined for Black Americans over the last decade, school segregation for Hispanics increased to the point that Hispanics now have the dubious distinction of being not only the most undereducated major group of American children, but also the most highly segregated.[5]

Given the irregular enforcement of federal court desegregation decisions, near absence of federal desegregation assistance funds, tight local school budgets, and the increasing number of Hispanics as a proportion of school district enrollments, this trend will probably continue into the future.

As Hispanics as a proportion of public school enrollment rose from 5.1% in 1970 to 8% in 1980, so did the segregation of Hispanic students. In 1980, 68.1% of Hispanic children attended schools with minority enrollments of 50% or higher. More than one-fourth of Hispanics attended schools with minority enrollments of 90-100%.

While the segregation of Black students declined between 1968 and 1980 in every region of the country except the Northeast, the segregation of Hispanic students increased nationwide. While Black students were still more likely than Hispanic students to attend schools with minority enrollments of 90-100%, Black enrollment in the nation's most segregated schools fell by 31.1% between 1968 and 1980, while Hispanic attendance in those same schools rose during the same period by 5.7%.

Data show that the segregation of Hispanic school children varies by region. Segregation is also the most severe in some of the areas most heavily populated by Hispanics. For example, New York, Texas, New Jersey, and Illinois are among those states with the largest Hispanic public school enrollments; the highest incidence of Hispanic school segregation can also be found in those four states.

Attendance in a school with limited numbers of non-minority students is not the only way that Hispanic students are segregated. Even within "integrated" schools, Hispanic students may be segregated by classroom assignment patterns. Sometimes special education, English-as-a-Second-Language (ESL) and bilingual programs are used in a way that leads to segregation of Hispanic students within the school. Grouping by language background is permissible only when it is done for instructional purposes and does not operate as a dead-end tracking system.

D. Secondary School Curriculum

Choice of high school curriculum has important implications for a student's future academic options. In most schools, choices made as early as junior high school start students down a particular curricular track. Academic, general, and vocational curricula generally prepare students for very different futures. Unfortunately, Hispanic students are disproportionately prepared for futures that do not include higher education.

Data from the 1980 High School and Beyond Study indicate that by their senior year in high school, 73.8% of Hispanic youth have been enrolled in curricular programs that make a college education improbable. Other data indicate that in 1980:

- Over 40% of Hispanic high school seniors were enrolled in a general high school curriculum;
- More than 30% were enrolled in vocational programs, with the majority taking courses in business or office occupations; and
- Only 26% of Hispanic high school seniors were following a college-preparatory curriculum, as compared to 39% of Whites, 32% of Blacks, and 52% of Asians. With only 24% enrollment in college-preparatory programs, American Indians were the only group less likely than Hispanics to receive the instruction needed to attend college.

The 1982 Follow-Up to the High School and Beyond Study reported that the percentage of Hispanic high school seniors in academic curricula had declined slightly to 25%. Enrollment in vocational programs had increased from 31% to 35%, and enrollment in general programs remained approximately the same at 40%.

The High School and Beyond Study shows that Hispanic students graduating in 1980 completed fewer Carnegie Units than White students in almost every type of academic subject. Carnegie Units are a standard measure of high school credits used for comparison among school systems and across states.

Figure 3.3: Total Carnegie Units Completed by 1980 High School Seniors

Course	White	Black	Hispanic
Total Units	21.2	20.3	20.7
English	3.7	3.6	3.6
Foreign Language	1.1	.7	.8
Mathematics	2.6	2.4	2.2
Natural Science	2.0	1.6	1.5
Social Science	2.6	2.5	2.5
Art	1.4	1.2	1.2
Business	1.8	1.7	1.6
Trade and Industry	.8	.8	1.1
Other *	5.2	5.8	6.1

*Other courses include: architecture, computer and information sciences, health, home economics, industrial arts, personal and social development, philosophy, physical education, psychology, public affairs and religion.

Source: High School and Beyond Study.

Several factors influence student placement in specific curricular tracks. Students, parents and counselors all may be involved in these decisions, which begin in junior high school. The limited academic attainment of many Hispanic parents restricts the guidance which they can offer their children with respect to curriculum choice, and leads Hispanic youth to rely on counselors and other sources of information, including peers and older friends. Data from the High School and Beyond Study indicate that Hispanic students believe that their teachers and counselors generally have low expectations for them. Further, data from a 1982 National Council of La Raza analysis of an Educational Testing Service study of career education and counseling showed that Hispanic students were less likely than other groups of students to view their counselors as a resource. Counselors in schools with high Hispanic enrollments were also less likely to reach out to Hispanic students or engage in discussions and "counseling" regarding future careers. Instead, they most commonly reported waiting for the students to come to them, then referring them to written materials.[6]

IV. EDUCATIONAL CONDITION

A. Overview

By almost any measure, Hispanics are the most undereducated major group of Americans. The educational condition of Hispanics has been characterized by below-grade-level enrollment, high dropout rates, high rates of illiteracy, and a low number of school years completed.

B. Enrollment Below Grade Level

Children who are significantly older than the average age for a given grade are said to be enrolled below grade level. Such enrollment may result from illness, frequent moves, or other factors which interrupt education. Frequently it is caused by a child's "failing" a grade and being kept back to repeat the failed year. Children who are enrolled below grade level are often significantly older than their classmates, frequently experience discipline problems, boredom and low self-image, and run a high risk of eventually dropping out of school. In addition, studies have shown that:

- School delay and and not socioeconomic background is the most important determinant of student achievement. Since below grade-level enrollment occurs frequently among Hispanic youth, school delay is an important factor in the undereducation of Hispanics.[1]

- At each grade level there is a larger percentage of Hispanic children enrolled below grade level than White children. This is especially true for Hispanic youth aged 14 to 20.[2]

- Enrollment below expected grade level begins early. In grades one through four, 28% of Hispanic children are enrolled below modal grade. At each grade level, a higher proportion of Hispanic boys than girls are enrolled below grade level.[3]

The following table presents the percentage of enrolled students in each age group who were behind their modal grade in 1984. Each age is associated with a single modal grade: age 6 to grade 1; age 7 to grade 2; and so on through age 17 to grade 12. The vast majority of students start first grade at age 6 and enter their senior year in high school at age 17, unless they are retained in a grade. Students older than age 6 who are in the first grade, for example, are "behind their modal grade." This term is used as a surrogate for measuring the percentage of students who have been retained in a grade at least once. Obviously the correspondence is not exact, but it is close. Because the Current Population Survey on enrollment in school is conducted in October of each year, it is unlikely that many students have had a birthday after the beginning of the school year. The Census which is conducted in April every ten years cannot make a similar claim. Information from the Census is thus not reliable for use in determining the percentage of students "behind their modal grade."

Likelihood of being enrolled below grade level increases if children were born outside the United States, speak a non-English language, or have parents with low educational attainment. Enrollment below grade level also varies by Hispanic subgroup. Puerto Rican and Mexican American youth are more likely to be enrolled two or more years below grade level than are other Hispanics.

Figure 4.1: Percentage of Students Behind Modal Grade by Grade, Race/Ethnicity and Sex

	Grades			
	1 to 4	5 to 8	9 to 10	11 to 12
All Students	21.0%	26.9%	26.3%	24.4%
Whites	20.1	24.9	23.3	21.3
Blacks	25.0	37.3	39.7	36.4
Hispanics	28.0	39.5	43.1	34.8
Male Students	24.5	32.1	31.0	30.5
Whites	23.5	29.6	27.8	27.3
Blacks	29.0	45.6	46.7	40.0
Hispanics	31.6	46.0	43.3	44.4
Female Students	17.3	21.3	21.3	18.3
Whites	16.4	19.9	18.6	15.1
Blacks	20.9	28.6	33.1	32.9
Hispanics	24.1	32.9	42.9	24.0

Source: Current Population Survey, October 1984.

C. Dropout Rates

A disproportionately high percentage of Hispanic youth leave high school without a diploma. Figures can differ because various surveys and studies use different definitions for "dropout" and/or report dropout rates for different age cohorts. There is also considerable variability in the way in which local school districts collect and report data on dropouts.

In general, the data show that approximately 50% of Mexican American and Puerto Rican youth leave high school without a diploma. Hispanics also appear to drop out of school earlier than do other groups of students. Dropout rates are higher for older Hispanics, women, Mexican Americans, Puerto Ricans and non-English speaking Hispanics. Dropout rates also vary by district and state.

The following table shows the percentage of the total number of individuals in each age group who were "dropouts" as of 1984. The term here refers to individuals who are **not** currently enrolled in school and who have **not** completed 12 credit-years of elementary and secondary school. Individuals may spend more or less than 12 years to complete that course of study. This definition of "dropouts" includes individuals who may not be considered "dropouts" by the school system because they are not old enough to legally drop out or because they have never enrolled in a school in the district. It does not include as "dropouts" those over 18 who have not yet graduated but who are still pursuing their high school diploma. It also may not include all those who have dropped out of high school but later returned either to school or to an adult education program to secure a General Educational Development (GED) certificate.

Figure 4.2: Percentage of Dropouts by Age, Race/Ethnicity and Sex

	Student Age				
	Under 14	14 to 15	16 to 17	18 to 19	Over 19
All Students	0.8%	2.1%	6.8%	15.2%	14.6%
Whites	0.8	2.1	7.1	14.9	13.8
Blacks	1.0	3.6	7.7	24.2	25.9
Hispanics	0.9	5.0	13.2	26.1	37.4
Mex.-Amer.	0.7	6.3	17.1	28.2	44.3
Male Students	0.9	2.4	7.0	16.2	15.8
Whites	1.0	2.3	7.4	15.8	14.9
Blacks	1.3	4.0	9.9	30.6	33.9
Hispanics	0.7	4.1	13.8	26.1	38.6
Mex.-Amer.	0.4	4.6	19.1	31.2	44.1
Female Students	0.6	1.8	6.5	14.3	13.5
Whites	0.6	2.0	6.9	14.0	12.6
Blacks	0.8	3.1	5.4	17.5	17.6
Hispanics	1.0	6.0	12.6	26.1	36.3
Mex.-Amer.	1.0	8.4	15.4	25.9	44.4

Source: Current Population Survey, October 1984.

Hispanic dropout rates vary by state, as indicated in the following 1980 table including the 10 states with the largest proportion of Hispanic residents.

Figure 4.3: State Dropout Rates for Hispanics

	Student Age				
State	Under 14	14 to15	16 to 17	18 to 19	Over 19
Arizona	1.9%	7.5%	23.5%	33.9%	34.6%
California	2.3	4.8	18.2	36.9	42.8
Colorado	1.3	3.9	20.2	30.8	32.9
Connecticut	2.1	2.5	20.0	36.2	41.5
Florida	2.4	3.3	13.5	22.3	23.4
Illinois	2.3	5.5	23.3	40.9	49.4
New Jersey	1.9	4.2	15.7	29.5	33.8
New Mexico	2.5	4.5	14.8	23.1	26.8
New York	1.8	3.5	15.7	32.1	39.0
Texas	2.5	6.0	20.2	35.1	40.2
U.S. Ave.-Hispanics	0.9	5.0	13.2	26.1	37.4

Source: 1980 Census.

Data from the 1982 Follow-Up to the national High School and Beyond Study report that 18.7% of Hispanics who were sophomores in 1980 had dropped out of school by 1982, as compared to 17.1% of Blacks and 12.5% of Whites. Puerto Rican youth in this study had the highest dropout rate (22.9%), followed by Mexican Americans (21.5%), Cubans (19.4%) and Other Hispanics (11.4%). However, as the National Commission on Secondary Schooling for Hispanics noted when presenting these data, these out-of-school rates do not include students who had left school before the spring semester of the tenth grade in 1980. According to the Commission, "about 40% of all Hispanic dropouts leave school before the spring semester of the tenth grade."[4]

The High School and Beyond Survey also found that Hispanic students from the South and West were especially likely to drop out, as were students from urban areas.

Although these dropout rates were very high, and reflect a large gap between Hispanics and Whites, dropout rates for older Hispanics were even higher. For example, Hispanics born between 1951 and 1955 had only about the same chance of completing high school (58.6%) as Whites born between 1920 and 1924 (59.6%).[5]

There are a variety of reasons why students leave high school without receiving a diploma. Studies have suggested several common factors which identify potential Hispanic dropouts. Some of these are personal characteristics; some are characteristics of the schools they attend.

Personal characteristics include high rates of absenteeism, lack of academic success, repeated suspensions, low parent involvement, teenage pregnancy, and low self-esteem. Being overage for his/her grade also appears to contribute to a student's likelihood of dropping out of school. School-related factors include lack of Hispanic role models among teachers and other school staff, lack of support from school counselors, work-study and cooperative education programs which underserve Hispanics, lack of appropriate programs to meet language needs, and the fact that many Hispanics attend school in districts with low per-pupil expenditures, high pupil/teacher ratios, and limited resources.

The 1982 Follow-Up to the High School and Beyond Study asked Hispanic youth who had been sophomore participants in the 1980 Study and subsequently dropped out of school about their reasons for leaving school. Their responses are presented in Figure 4.4.

Figure 4.4: Reasons Given by Dropouts for Leaving High School

	Male		Female	
	National	Hispanic	National	Hispanic
School-Related	%	%	%	%
Expelled or suspended	13	17	5	4
Had poor grades	36	34	30	32
School was not for me	35	25	31	24
School too dangerous	3	1	2	3
Didn't get into desired program	8	7	5	5
Couldn't get along with teachers	21	17	10	12
Family-Related				
Married or plan to	7	10	31	33
Was pregnant	N/A	N/A	24	25
Had to support family	13	17	8	11
Peer-Related				
Friends were dropping out	7	3	2	3
Couldn't get along with students	5	7	6	6
Health-Related				
Illness or disability	5	2	7	6
Other				
Offered a job and chose to work	27	26	11	13
Wanted to enter Military	7	4	1	1
Moved too far from school	2	3	5	2
Wanted to travel	7	3	7	6

Note: Students could report more than one reason.

Source: High School and Beyond Follow-Up Study, 1982, as quoted in "Make Something Happen," Volume II, Hispanic Policy Development Project, 1984.

Other data from this study indicate that reasons varied considerably by region. For example:

- Approximately 24% of Hispanic students in the Middle Atlantic Region (New York, New Jersey and Pennsylvania) reported inability to get along with teachers as a reason for leaving school as compared to only 10% of Hispanic students in the Pacific Region (California, Washington, Oregon, Alaska and Hawaii).

- Hispanic females in the East North Central Region (Wisconsin, Illinois, Indiana, Ohio and Michigan) were particularly likely to report pregnancy as a reason for leaving high school. Of the female Hispanic students in this region, 46% reported leaving school due to pregnancy as compared to 24% of Hispanic females in the Middle Atlantic Region, 16% in the South Atlantic Region (Florida, Delaware, Maryland, Washington, D.C., West Virginia and North Carolina), 22% in the West South Central Region (Texas, Arkansas, Oklahoma and Louisiana), and 29% in the Pacific Region.

- Hispanics in the Middle Atlantic Region were more likely to report leaving school because of an obligation to support the family than Hispanic youth in other regions. Approximately 21% of Hispanic youth in the Middle Atlantic Region reported this reason for dropping out as compared to 17% in the Pacific Region, 13% in the South Atlantic and West South Central Regions, and 6% in the East North Central Region.

- Very few Hispanic students in the East North Central Region (3%) described being offered a job and choosing to work as a reason why they left school, but this was a frequent reason in other regions, reported by 26% in the South Atlantic Region, 25% in the Middle Atlantic Region, 24% in the West South Central Region, and 16% in the Pacific Region.

- Expulsion or suspension from school was most likely to be listed as a reason for dropping out in the East North Central Region (16%), as compared to the Middle Atlantic Region (13%), the South Atlantic Region (12%), the West South Central Region (10%), and the Pacific Region (7%).

As the preceding information indicates, a substantial proportion of Hispanic children and youth are either enrolled below expected grade level or have left school without graduating. Students in both categories may be considered to be at substantial risk of not completing their education. The table below presents information on the proportion of students in each age group who may be considered "at risk." Students "at risk" are those who are not enrolled in school and have not graduated (dropouts) and those who are at least one grade level behind the modal grade for their age.

Figure 4.5: Percentage of Students "At Risk" by Age, Sex and Race/Ethnicity

	Student Age				
	6 to 9	10 to 13	14 to 5	16 to 17	Over 17
Total Students	18.0%	27.5%	24.9%	30.3%	19.9%
Whites	17.7	25.3	23.2	27.9	18.2
Blacks	19.3	38.2	35.7	41.6	29.1
Hispanics	25.4	41.6	50.7	49.4	45.9
Male Students	21.2	32.4	29.9	35.5	22.5
Whites	20.9	29.6	27.6	33.8	20.6
Blacks	21.9	46.1	44.6	43.3	33.5
Hispanics	32.2	45.3	48.6	54.3	51.7
Female Students	14.7	22.3	19.7	24.9	17.5
Whites	14.3	20.9	18.5	21.7	15.9
Blacks	16.6	30.3	26.5	39.9	25.3
Hispanics	19.1	37.5	53.0	44.7	40.7

Source: Current Population Survey, October 1984.

D. Educational Performance

According to data from the High School and Beyond Study, Hispanic high school graduates were less likely than White high school graduates to have earned "A's" in school and almost twice as likely to have earn grades of "D" or "F." Hispanic grade averages were slightly above those of Blacks and dramatically below grades of Asian and Pacific Islander students.

Among the various subject matter grades reported, Hispanics were least likely to earn "A" averages in English (10.1%), social science (10.6%), and mathematics (11.4%). Hispanic students were most likely to have received high grades in Art (35.1%), Other Courses (26.2%) -- a category which includes such diverse offerings as architecture, computer and information sciences, health, home economics, industrial arts, personal and social development, philosophy, physical education, psychology, public affairs and religion -- and foreign languages (24.5%). Conversely, Hispanics were most apt to report failing or below-average grades for core subjects: mathematics (35.3%), natural sciences (34.6%), social sciences (34.2%) and English (31.4%). Over one-third of Hispanic high school graduates received a "D" or "F" average in core academic subjects. The data are presented in Figure 4.6.

Figure 4.6: Average Grades Attained by 1980 High School Seniors

Subject	%"A's" White	%"A's" Black	%"A's" Hispanic	% "D's" and "F's" White	% "D's" and "F's" Black	% "D's" and "F's" Hispanic
All Subjects	27.1%	16.3%	18.5%	14.5%	28.6%	25.5%
English	19.2	9.7	10.1	16.9	32.8	31.4
Foreign Language	29.3	16.6	24.5	14.0	32.9	21.6
Mathematics	18.4	9.5	11.4	22.4	39.7	35.3
Natural Science	21.1	11.3	12.5	17.5	35.1	34.6
Social Science	21.2	11.1	10.6	18.5	33.4	34.2
Arts	48.6	32.5	35.1	6.3	14.8	12.5
Business	23.9	11.2	16.4	14.1	32.3	24.9
Trade & Industrial	22.7	17.2	16.5	13.2	20.2	19.5
Other	35.0	23.8	26.2	9.9	21.0	18.1

Source: High School and Beyond Study.

E. Years of School Completed

Not only are Hispanic dropout rates higher than for other population groups, but because Hispanics leave school at earlier ages, they complete fewer years of school than other population groups. In fact, 1985 data indicated that 13.5% of Hispanics over age 25 did not complete elementary school, compared to 2.7% of the total population. There is tremendous variability by Hispanic subgroup on this measure, with 17.1% of Mexican Americans having less than a fifth grade education, compared to 7.2% of Central and South Americans.

Figure 4.7: Percent of Population 25 Years and Over Completed Less than Five Years Of School

Group	Percent
White	2.2%
Black	6.1
Hispanic	13.5
Mexican American	17.1
Puerto Rican	12.8
Cuban	7.4
Central & S. American	7.2

Source: Current Population Survey, March 1985.

The median number of school years completed by Hispanics 25 years and over is lower than the median number of years completed by Blacks and Whites. Rates are slightly lower for Hispanic females than for males and vary by subgroup, with Mexican Americans completing the fewest years of school. Data for 1985 are shown in the following table.

Figure 4.8: Median Number of School Years Completed Adults 25 Years and Over

Group	Years
White	12.7
Black	12.3
Hispanic	11.5
Mexican American	10.2
Puerto Rican	11.2
Cuban	12.0

Source: Current Population Survey, March 1985.

F. Graduation Rates

High Hispanic dropout rates and the low median number of school years completed lead to low graduation rates for Hispanics. Among Hispanic adults 25 years and older, graduation rates are particularly low, and the situation is not much improved for youth and young adults. Data from the March 1985 Current Population Survey indicate that only 47% of Hispanic adults 25 years and over had completed four years of high school or more. Again, graduation rates among adults varied by subgroup, with Mexican American adults having the lowest high school graduation rates (41.9%), followed by Puerto Ricans (46.3%) and Cubans (51.1%). The same data showed that 73.9% of the total population of adults 25 years and over had completed high school.

Data from the October 1984 Current Population Survey showed that graduation rates were not appreciably higher among younger Hispanics. Among Hispanics 18-19 years of age -- the expected age at high school graduation -- only 58.3% had received high school

diplomas, compared with 75.5% of Whites and 57.6% of Blacks. For Whites and Blacks age 19 and over, the percentage of high school graduates increased to 85.7% for Whites and 72.6% for Blacks, indicating that many youth either returned to high school, completeed General Educational Development (GED) or high school equivalency certificates, or were over-age and graduated later than their peers. However, the graduation rates for Hispanics did not increase significantly between the 18-19 year old group (58.3%) and the over 19 age group (60.7%). Graduation rates were also slightly higher for Hispanic females than for Hispanic males. See the following table.

Figure 4.9: Percentage of High School Graduates by Age, Race/Ethnicity and Sex

	Student Age			
	14 to 15	16 to 17	18 to 19	Over 19
All Students	0.1%	5.2%	73.3%	84.6%
Whites	0.1	5.1	75.5	85.7
Blacks	0.2	5.8	57.6	72.6
Hispanics	N.A.	2.0	58.3	60.7
Mex.-Amer.	N.A.	1.4	57.8	53.3
Male Students	0.1	3.7	68.8	83.3
Whites	0.2	3.5	71.8	84.5
Blacks	N.A.	4.1	45.8	64.1
Hispanics	N.A.	1.9	51.8	59.3
Mex.-Amer.	N.A.	2.9	49.4	53.5
Female Students	0.1	6.8	77.6	85.9
Whites	0.1	6.8	79.1	86.8
Blacks	0.4	7.5	69.7	81.5
Hispanics	N.A.	2.2	63.3	62.0
Mex.-Amer.	N.A.	0.0	64.5	53.0

Source: Current Population Survey, October 1984.

High school graduation rates vary by state. Among 18-19 year olds, living in the ten states where most Hispanics lived in 1984, graduation rates varied from a low of 35.1% in Texas to a high of 56.9% in New Mexico. Thus, less than half of Hispanic youth in these states completed high school at the expected age of high school completion. Graduation rates among the 19-years-and-over population were higher and ranged from 48.8% in Illinois to 74.6% in Florida.

Figure 4.10: Percentage of Hispanic High School Graduates by State

State	Age					
	18 to 19			Over 19		
	Total	Male	Female	Total	Male	Female
Arizona	45.9%	44.3%	46.3%	64.0%	63.1%	64.9%
California	42.3	38.6	46.3	55.2	53.8	56.8
Colorado	45.9	42.8	49.0	65.9	64.6	67.1
Connecticut	35.8	34.7	36.8	55.8	55.5	56.2
Florida	56.0	50.5	62.0	74.6	71.9	77.5
Illinois	37.3	33.3	42.1	48.8	45.1	53.1
New Jersey	42.1	37.3	47.4	63.7	62.9	64.3
New Mexico	56.9	52.8	60.8	72.4	70.7	73.9
New York	40.5	35.3	45.3	58.1	56.0	59.8
Texas	35.1	31.9	38.6	57.9	56.0	60.0

Source: 1980 Census.

G. Post-High School Activities

Data from the 1984 Follow-Up to the High School and Beyond Study indicated that approximately two-thirds of Hispanic high school graduates were working for pay after graduation, a higher proportion than reported by either Black or White students. Hispanic high school graduates were, however, less likely than White or Black graduates to report taking academic courses.

The chart below reports the post-high school experiences of youth who were sophomores in 1980. In order to compare the post-graduation activities of graduates with higher than average grades in high school with those of low achievers, data for high school graduates are presented in two categories:

- "Graduates" describes youth with grade averages of "C+" or better; and
- "Graduates at risk" describes those with averages of "C" or below.

"Non-graduates" describes dropouts and youth who still had not completed high school two years beyond the time when they would have been expected to graduate.

Hispanic graduates with higher than average grades in high school were almost three times as likely as lower achievers to be taking academic courses. This group was also the most likely to be working for pay. Low achieving Hispanic graduates reported the highest level of participation in the armed forces of all three groups of Hispanics. Non-graduates were the most likely of the three groups to report that they were keeping house, looking for work, were temporarily laid off or "taking a break from work and school."

Figure 4.11: 1980 Sophomores Status

Status, Feb. 84	Graduates			Grad. at Risk			Non-Graduates		
	White %	Black %	Hisp. %	White %	Black %	Hisp. %	White %	Black %	Hisp. %
Work for Pay	58	49	63	67	49	60	55	41	52
Voc. Course	10	12	10	10	10	9	2	8	6
Acad. Course	50	40	34	17	18	13	1	1	1
Active Duty	3	6	4	6	6	7	2	2	1
Keeping House	6	11	8	8	16	10	28	22	24
Other Activity	7	8	9	10	10	9	17	17	17
Seeking Work	7	18	11	13	26	19	20	38	27

Note: Respondents could choose more than one category.

Source: High School and Beyond, 1984 Follow-Up, Unpublished tabulations, prepared by the Hispanic Policy Development Project, Washington, D.C., 1986.

V. LITERACY AND THE EDUCATIONAL CONDITION OF HISPANIC ADULTS

As indicated elsewhere in this publication, Hispanic adults have lower educational attainment levels than Hispanic youth. The low level of education among Hispanics 25 years and over is particularly troubling since a substantial number of this age cohort are parents of school-age children. Many of these parents lack the academic skills and successful experiences with the educational system necessary to help their children succeed in school.

Data also indicate that a large proportion of Hispanic adults have limited literacy in the English language. Although there are a variety of definitions currently used to measure and describe literacy, by any definition, Hispanic adults have disproportionately high levels of illiteracy in English. Illiteracy rates reported in recent studies range from 13.5% to 56%.

By the traditional measure of literacy -- failure to complete more than six years of schooling -- 13.5% of Hispanics over age 25 can be considered illiterate, as compared to 2% of the total non-Hispanic population in the same age group. When this measure of literacy is used, Hispanics are more likely than Whites or Blacks to be classified as illiterate because the school retention and completion rates are so much lower for Hispanics.[1]

Other studies describing illiteracy have measured literacy based on performance on tests designed to measure functional skills. When these types of functional literacy tests are used, Hispanics typically register much higher rates of English illiteracy. The 1975 Adult Performance Level Study divided adult functional competency into three levels: APL1, APL2, and APL3. APL1 equals functional illiteracy, APL2 describes marginal literacy, and APL3 signifies advanced literacy.[2] The results appear in the table below.

Figure 5.1: Levels of Literacy, by Race and Ethnicity

Level	Group		
	Whites	Blacks	Hispanics
APL 1-- Functional Illiteracy	16%	44%	56%
APL 2-- Marginal Literacy	34	39	26
APL 3-- Advanced Literacy	50	17	18

Source: Adult Performance Level Study, University of Texas at Austin, 1975.

A more recent attempt to describe literacy, the English Language Proficiency Study (ELPS), was conducted by the Census Bureau in 1982. This study tested the ability of adults to read and understand various government forms, and labeled 13% of the total population 20 years of age and older as illiterate. However, much higher rates of illiteracy were found for adults whose native language was not English. Some 48% of these individuals were found to be illiterate in English. In total, the ELPS estimated

that 17 to 21 million adults in the United States were illiterate, and fully 22% of these illiterate adults -- or 3.7 to 4.6 million -- were Hispanic. According to 1980 Census data, there were 9.6 million adults of Hispanic origin, so according to the ELPS data between 39% and 49% of the adult Hispanic population was illiterate in English. Researchers analyzing the ELPS data, however, feel that the figures used in the study were conservative and that actual illiteracy rates are probably higher.

One difficulty in attempting to measure literacy in the Hispanic community is the fact that some individuals are literate in Spanish but have not yet acquired proficiency in English. These individuals are not illiterate in the classic sense of the word. They are, however, unable to read and write English. While readers should understand that figures for Hispanic illiteracy probably also include individuals who are literate in Spanish but limited-English proficient, other data from the ELPS suggest that the overwhelming majority of individuals who cannot read and write English also cannot read and write their native language. While the ELPS data were self-reported, they indicate that 86% of individuals reported that they were illiterate in both English and their native language.

Thus, regardless of definition of literacy used, approximately one-half of Hispanic adults cannot read and write English at a functional level, and almost nine out of ten adults who are illiterate in English are probably also illiterate in their native language. These data indicate that at least half of Hispanic parents are at a serious disadvantage in attempting to help their children succeed in school.

VI. POSTSECONDARY EDUCATION

A. Overview

The popular perception that Hispanic participation in institutions of higher education has greatly increased is a myth. Despite the appearance of increased access to higher education through affirmative action programs, proportionately fewer Hispanics attended college in 1980 than in 1975. While the number of Hispanic students attending college between 1975 and 1980 remained steady, these students as a percentage of Hispanic high school graduates dropped markedly. This fact, coupled with the soaring high school dropout rates, sends a clear message of the critical and continuing Hispanic under-representation in postsecondary education.

B. Hispanic Aspirations in Postsecondary Education

Many factors influence the choice of a postsecondary institution -- high school grades, college entrance examination scores, available financial resources, willingness to live away from home, career objectives and type of course offerings sought, experience of family and friends, etc. A combination of these factors contributes to the fact that Hispanic students are more likely to attend community colleges than any other group of students, and are more likely to attend school on a part-time basis. Furthermore:

- Data from the 1980 High School and Beyond Study show that only 47.9% of Hispanic seniors applied for admission to one or more colleges, compared to 62.7% of Blacks, and 64.6% of Whites. In contrast to the application strategies of most Black and White youth, who reported applying to several schools to increase their chances of acceptance, most Hispanic seniors indicated that they had applied to only one school.

- Fully 52.7% of Hispanic students expecting to go to college planned to attend a two-year college, compared to 39.5% of Blacks and 47.0% of Whites; and

- More Hispanic than Black or White students who planned to attend college planned to attend on a part-time basis. Some 44.2% of Hispanics intended to attend college part-time, compared to 32.6% of Blacks and 34.1% of Whites.[1]

C. Postsecondary Enrollment

Data show that minorities generally enroll in college at much lower rates than do Whites, even when studies control for the lower graduation rates of Hispanics and Blacks. Low college enrollment, even among high school graduates, is a particular problem in the Hispanic community. As the following table indicates, 1984 data from the Current Population Survey show that Hispanic 18 to 19 year-olds comprised only 4.7% of postsecondary enrollments, compared to 88.6% for Whites and 9.2% for Blacks.

Figure 6.1: College Enrollment by Age, Race/Ethnicity and Sex

Student Age
(Numbers in Thousands)

	Under 18	18 to 19	20 to 21	22 to 24	Over 24
All Students	252	2867	2597	2127	3014
Whites	82.9%	88.6%	84.9%	83.6%	84.0%
Blacks	15.9	9.2	10.6	11.6	10.4
Hispanics	2.0	4.7	5.1	4.3	5.2
Mex.-Amer.	0.8	2.8	2.3	1.6	2.4
Male Students	91	1373	1337	1219	1492
Whites	80.2	89.2	85.5	85.2	82.4
Blacks	17.6	8.2	9.7	10.3	10.8
Hispanics	2.2	3.1	4.7	4.0	5.0
Mex.-Amer.	2.2	1.6	2.5	1.7	1.9
Female Students	161	1494	1260	908	1522
Whites	84.5	88.2	84.4	81.5	85.6
Blacks	14.9	10.2	11.5	13.3	10.0
Hispanics	1.9	6.3	5.6	4.7	5.4
Mex.-Amer.	N.A.	3.9	2.1	1.4	2.8

Source: Current Population Survey, October 1984.

Other data indicate that in 1984, Hispanics represented approximately 7.2% of the United States population and a significantly higher percentage of young adults, but accounted for only 4.1% of the total enrollment in all institutions of higher education. In contrast, White students accounted for 81.3% of total postsecondary enrollment and Black students comprised 9.1% of college enrollments.[2] "Total enrollment in institutions of higher education" is defined as full-time and part-time, undergraduate, graduate, and professional students.

Hispanic high school graduates have lower rates of college enrollment than do White high school graduates at all ages. Data from the 1984 Current Population Survey indicated that only 41.7% of Hispanic 18 to 19 year-old high school graduates were enrolled in some type of postsecondary education as compared to 54.9% of White graduates in the same age group. Hispanic college attendance rates for high school graduates were significantly lower than those for Black high school graduates under age 18 (45% and 61.5% respectively), but were higher for students 18 to 21. College enrollment rates for Hispanic high school graduates dipped back below those for Black students age 22 to 24. The rate of college enrollment for Hispanic high school graduates -- especially for Mexican Americans -- decreased considerably after age 22. This probably reflects the fact that Hispanics have a higher enrollment in two-year colleges than either Whites or Blacks and do not make the transition to four-year institutions to complete degrees. The lower numbers at the older ages also probably reflect lower Hispanic enrollment in post-graduate and professional degree programs. Hispanic men and women also exhibit different college enrollment patterns. Hispanic women appear to enroll in college immediately after graduating from high school. Hispanic men, on the other hand, frequently postpone enrolling in college for two to three years after high school graduation.

Figure 6.2: Percentage of High School Graduates Enrolled in College by Age, Race/Ethnicity and Sex

	Student Age			
	Under 18	18 to 19	20 to 21	22 to 24
All Students	66.1%	52.7%	38.8%	19.8%
Whites	67.9	54.9	39.3	19.5
Blacks	61.5	38.5	30.7	19.0
Hispanics	45.5	41.7	40.9	16.5
Mex.-Amer.	40.0	39.4	33.7	10.9
Male Students	65.9	54.3	42.2	23.4
Whites	67.0	55.9	42.5	23.3
Blacks	69.6	40.3	33.3	20.8
Hispanics	40.0	32.6	41.5	18.3
Mex.-Amer.	40.0	29.0	36.2	13.5
Female Students	66.3	51.3	35.8	16.5
Whites	68.3	53.9	36.4	15.9
Blacks	57.1	37.3	28.7	17.4
Hispanics	50.0	47.7	40.5	14.8
Mex.-Amer.	N.A.	45.7	31.0	8.3

Source: Current Population Survey. October 1984.

Any discussion of Hispanic participation in higher education must examine the number of high school graduates entering postsecondary institutions. As noted above, while the number of Hispanic students attending college between 1975 and 1980 remained steady, these students as a percentage of Hispanic high school graduates dropped markedly. The data show that:

- Hispanic college enrollment as a percentage of Hispanic high school graduates declined from 35.4% in 1975 to 29.9% in 1980. Hispanic college enrollment as a percentage of the 18 to 24 year-old Hispanic population declined from 20.4% in 1976 to 16.1% in 1980; and

- In 1983, there were approximately 134,000 Hispanic students 18 to 19 years old enrolled in college, which represents a decrease in the percentage of high school graduates enrolled in college from 49.8% in 1980 to 46.5% in 1983.[3]

Hispanics continue to be under-represented at all levels of graduate and professional study. In Texas, where Hispanics represented 21% of the total population in 1980, they comprised only 8.5% of graduate student enrollments and 6.8% of students seeking first-professional degrees. In California, where Hispanics comprised 19% of the population, graduate enrollments for Hispanics were 4.9% and first-professional enrollments were 6.1%.[4] Specifically, enrollments in law schools and medical schools appear to have peaked in 1976 and now grow at a much slower pace. Hispanic enrollment in law schools increased by 261 students per year during the period from 1969-70 to 1976-77. Between the 1976-77 and 1980-81 school years, the growth averaged 159 students per

year.[5] Mexican American medical school enrollment constituted 1.7% of the total enrollment in 1984-85. Over 82% of medical school enrollments that year were White students; 5.9% were Blacks.[6] Although Hispanic women now outnumber Hispanic men in overall graduate enrollment, Hispanic women are still extremely under-represented in graduate education and in most professional fields.

D. Type of Postsecondary Education Sought

It is only in two-year schools that Hispanic enrollments approximate their proportion of the total population. The Freshman Norms Survey of the Cooperative Institutional Research Program reported in 1982 that of all Hispanic postsecondary students, 54.2% were enrolled in two-year public schools. In 1982, White students were twice as likely to enter public universities and more likely to enroll in private universities than were Hispanic students. Whereas Hispanics constituted 6.2% of students in two-year institutions, they made up only 3% of four-year institutions. Furthermore, recent data show that:

- Hispanic students who do pursue higher education are least likely to be enrolled in universities. Of those Hispanic students enrolled in institutions of higher education in 1980, only 13% were enrolled in universities, compared to 25% of Whites and 14.2% of Blacks;

- Hispanic students are most likely to be enrolled in public insitutions. In 1980, 86.1% of Hispanic college students were attending public institutions, compared to 77.8% of Whites and 79.1% of Blacks;[7] and

- Although some students who enroll in two-year colleges do transfer to four-year institutions and complete bachelor's degrees, students enrolled in two-year colleges are less likely to complete four-year degrees.[8]

Hispanics have been traditionally concentrated in relatively few institutions. Just 58 of the 3,306 institutions of higher education in the continental United States enrolled 29.5% of all Hispanic students who were enrolled in institutions of higher education in fall 1984.[9] There are 18 Hispanic-majority colleges on the U.S. mainland, and of these only three were established with a specific mission to serve the educational needs of Hispanics. Applying criteria which define a significant Hispanic enrollment as reflecting either over 2,000 Hispanic students or a 20% or higher Hispanic share of the total institutional enrollment, only 72 institutions so defined could be found on the mainland in 1984. These 72 schools enrolled nearly one-half of all mainland Hispanic students. Furthermore, 38% of Hispanic students were enrolled in institutions in only eight states. Texas enrolled 19% of Hispanic students.[10]

E. Faculty and Administrators

The most current data on Hispanic postsecondary faculty report little progress in achieving proportional representation. In 1979, Hispanics represented 1.5% of the faculty in postsecondary education. Whites filled 91% of these positions, and Blacks 4.3%. In executive, administrative and managerial ranks, Hispanics fared slightly worse, with 1.4% of these positions filled by Hispanics, 90% by Whites and 7.4% by Blacks. These low numbers may be partially attributable to the low number of Hispanics completing master's and doctoral degrees.[11]

F. Degree Completion

The true measure of Hispanic participation in higher education is the number of students who actually complete degree programs at the various levels of the postsecondary educational system. As the following table indicates, only 3.2% of Hispanics 22 to 24 years of age, 6.5% of Hispanics 25 to 29, and only 9.5% of Hispanics over 29 were college graduates as of 1984.

Figure 6.3: Percentage of College Graduates by Age, Race/Ethnicity and Sex

	Student Age			
	Under 22	22 to 24	25 to 29	Over 29
Total Students	0.5%	14.2%	20.0%	23.8%
Whites	0.6	15.2	21.3	25.4
Blacks	0.2	6.9	10.4	10.3
Hispanics	0.5	3.2	6.5	9.5
Male Students	0.4	12.9	21.7	27.9
Whites	0.4	14.1	23.3	29.6
Blacks	0.1	4.5	11.0	11.2
Hispanics	0.2	2.5	7.1	11.6
Female Students	0.6	15.4	18.3	20.0
Whites	0.7	16.3	19.4	21.2
Blacks	0.3	9.0	10.0	9.7
Hispanics	0.7	3.9	5.9	7.5

Source: Current Population Survey, March 1984.

College completion rates also vary by state. As indicated in the following table, Hispanics in the ten states where most Hispanics reside have substantially lower college graduation rates than Whites in all states and lower rates than Blacks in every state but Florida. As of 1984, college graduation rates for Hispanics were lowest in Illinois (5.9%), California (6.1%) and Texas (6.8%). These rates were the highest in Florida (13.8%), reflecting the higher educational status of Cuban Americans.

Figure 6.4: Percent of College Graduates by Race and Ethnicity
Ten States with Largest Hispanic Populations

State	Total	White	Black	Hispanic
Arizona	17.0%	19.3%	10.1%	8.5%
California	18.2	20.0	11.0	6.1
Colorado	22.8	24.3	12.1	7.4
Connecticut	25.0	26.7	11.3	9.3
Florida	16.0	17.6	7.5	13.8
Illinois	21.1	23.3	9.8	5.9
New Jersey	23.4	25.6	9.9	8.5
New Mexico	15.5	18.4	N.A.	7.6
New York	24.0	26.6	10.4	8.1
Texas	18.9	21.3	10.9	6.8

Source: Current Population Survey, March 1984.

Admission to college does not guarantee completion of a four-year program, nor receipt of a degree, and attrition rates for Hispanics in postsecondary institutions are far higher than those for the general college population. A 1982 study reported that some 57% of Hispanic males and 54% of Hispanic females failed to graduate as compared to 34% of both male and female White students.[12] It is obvious that Hispanic college graduates have not increased as substantially as might have been predicted given recent efforts to increase minority student enrollment. This conclusion is confirmed by the National Longitudinal Survey which reported that only 13% of Hispanic students who entered college in 1972 received their bachelor's degree by 1976, as compared to 34% of Whites and 24% of Blacks.[13]

The highest college withdrawal rates occur in two-year colleges, where Hispanics have the highest proportional enrollment. According to Alexander Astin, more than twice the number of students in four-year institutions complete a bachelor's degree within nine years than do those who begin their higher education at two-year colleges. According to the 1985 Current Population Survey, only 9.7% of Hispanic males and 7.3% of Hispanic females 25 years and over had completed four years of college or more, as compared to 23.1% of White males and 26% of White females.[14] While 61% of White youth entering college earn degrees, only 31.8% of Mexican Americans and 28% of Puerto Ricans finished college. Blacks were the only group less likely than Hispanics to complete college, with only 24% of Black students entering college completing their college education.[15] In 1982-83, Hispanics earned only 2.9% of all bachelor's degrees, 2.3% of master's degrees, 1.9% of doctoral degrees, and 2.6% of all first professional degrees.[16]

G. Barriers to Hispanic Success in Higher Education

The high proportion of Hispanics who leave secondary school without receiving a high school diploma dramatically affects the number of Hispanics eligible to pursue a postsecondary education. Low grade point averages, low standardized entrance examination scores, and limited financial resources act as further barriers to higher education in the Hispanic community. Success in higher education is largely determined by three factors during and before the postsecondary experience.

1. High School Preparation and Dropout Rates:

   Hispanic high school completion rates are substantially below those for White and Black students. Approximately one-half of Hispanic youth leave high school without diplomas, and thus -- except for the small proportion who later secure a General Educational Development (GED) certificate -- are ineligible to apply for postsecondary education. The Hispanic eligibility pool is further reduced by the fact that three-fourths of Hispanic high school seniors have not completed college-preparatory high school curricula. Further, data indicate that one-third of Hispanic high school graduates have "D" or "F" averages in one or more core academic subjects. Even those Hispanics who do graduate with a college-preparatory background are less likely than White students to be eligible and competitive for admission to four-year colleges and universities.

2. Testing and Admission Standards:

   As of mid-1985, a majority of states (nearly 30) had raised their admission standards to state colleges and universities. These admissions criteria usually take the form of increased high school curricular requirements or increased Scholastic Aptitude Test (SAT) or American College Test (ACT) scores, or both.[18] These stiffer admission requirements coincide with a decrease in the number of

Hispanics taking the standardized college entrance tests. Hispanics are less likely than other groups of students to take these tests. Although 52% of Hispanic high school seniors in 1980 indicated that they planned to attend college in the next year, only 28% of those students had taken the SAT, as compared to 34% of Blacks and Whites.[19] The low percentage of Hispanics taking the SAT may be partly due to the fact that community colleges, where Hispanic postsecondary students are concentrated, often do not require such tests. The Hispanic youth who do take the SAT generally have scores which are substantially lower than those of White students, but higher than those of Black students. These low test scores limit the opportunities for Hispanics at private, highly selective universities and at public four-year universities. (See table below.)

Figure 6.5: Average SAT Scores by Race and Ethnicity

Group	1980	1981	1982	1983	1984	1985
Verbal						
White	442	442	444	443	445	449
Black	330	332	341	339	342	346
Mexican American	372	373	377	375	376	382
Puerto Rican	350	353	360	358	358	368
Asian American	390	391	388	388	390	404
Math						
White	482	483	483	484	487	491
Black	360	362	366	369	373	376
Mexican American	413	415	416	417	420	426
Puerto Rican	394	398	403	403	405	409
Asian American	509	513	513	514	519	518

Source: The College Entrance Examination Board: Profile, College Bound Seniors, 1985.

3. Financial Aid:

The availability of student financial aid and the perception that resources are available are often critical factors in the postsecondary decisions of low-income students. There is a relationship between the declining Hispanic enrollment and decreasing student financial aid. Minorities in general suffered a loss with respect to the share of student financial aid received in the period from 1978-83. This is particularly true for Hispanics at two-year public colleges where aid declined 13.6%.[20] This decrease in financial aid creates a major barrier to matriculation at four-year institutions. While the rising costs of higher educaiton create a financial burden on all families, financial costs pose particular barriers for Hispanic families, one-quarter of whom live below the federal poverty level. Student financial aid makes it possible for many low-income youth to attend college, but such resources have been cut over the last few years and the percentage of higher education costs which must now be borne by families has increased. According to the American Association of State Colleges and Universities, the average out-of-pocket family contribution for postsecondary education increased by 11.8% between 1978 and 1983, after adjustment for inflation. This increase in family cost was not evenly distributed among all population groups, however. The actual cost for Hispanic families rose by 21.5% as compared to increases of 12.2% for White families, and 0.9% for Black families.[21]

In addition to an overall decline of 15.5% in available aid since 1978, there has been a shift from grant aid to loans and work study aid and an easing of the income restrictions for student aid eligibility, allowing more middle-income students to apply for aid. However, the maximum grant -- targeted to low-income students -- has not been significantly increased in the last ten years and inflation and rising college costs have eroded its purchasing power tremendously.[22]

VII. COMPOSITION OF THE TEACHING FORCE

National data indicate that the United States teaching force is still overwhelmingly composed of White females. According to the National Education Association's National Teacher Opinion Poll, 1983, 67.2% of teachers were female, 88.4% were White, 51.9% had master's degrees or a sixth year of professional preparation, and the median age for both male and female teachers was 39. Unfortunately, this study did not report data for teachers by ethnicity -- data were reported for Whites (88.4%), Blacks (8.2%) and Others (3.3%).[1] Hispanics may be included under any of the three categories.

Accurate information on what portion of the nation's approximately 2.5 million teachers are Hispanic is hard to come by, largely because the federal government in 1980 stopped collecting this data annually. Data are now collected every other year, but there are delays in processing and publishing the information. As of this writing, 1980 data are the most recent available to the public. Therefore, analysts are forced to make projections from 1980 data and estimates from states where racial and ethnic data continue to be available.

The 1980 Elementary and Secondary Staff Information Survey (EEO-5) conducted by the Equal Employment Opportunity Commission shows that Hispanics at that time comprised only 3.5% of "full-time employees" in the nation's public elementary and secondary schools. "Full-time employees" includes both professional and para-professional staff. In 1980, Hispanics were 2.6% of all elementary school teachers and 1.7% of secondary school teachers. Only 2% of principals and 2.5% of central office administrators were Hispanic. However, Hispanics were employed in larger proportions in non-certified and non-instructional job classifications. Hispanics comprised about 7.9% of the nation's teacher aides, 8% of unskilled laborers, 5.9% of service workers and 4.4% of school clerks and secretaries.

The figure below indicates the racial/ethnic composition of full-time public elementary and secondary school employees in selected occupations as of 1980.

Figure 7.1: 1980 Participation Rates for Full-Time Employees in Public Elementary and Secondary Schools

Occupation	Group White	Black	Hispanic
All Occupations	82.6%	13.0%	3.5%
Administrator	89.8	6.9	2.5
Principal	87.5	9.6	2.0
Asst. Principal	80.4	15.9	3.0
Elementary Teacher	84.7	11.8	2.6
Secondary Teacher	89.4	8.3	1.7
Other Teacher	85.1	12.2	2.0
Guidance	84.9	11.6	2.7
Psychologist	91.6	5.4	2.0
Teacher Aide	72.1	18.6	7.9
Clerical/Secretarial	85.8	8.7	4.4
Service Worker	71.1	22.1	5.9
Unskilled Laborer	64.2	26.7	8.0

Source: Elementary & Secondary Staff Information Survey (EEO-5). EEOC 1980.

The composition of the Hispanic work force employed full-time in 1980 was such that for every 100 school employees, about 27 were service workers, 19 were elementary school teachers, 13 were secondary school teachers, 18 were teacher aides, eight were secretaries or clerks, five were laborers, three were principals and seven were in other classifications.

Despite the sketchy data, analysts agree that the number of minority teachers is falling and is expected to fall further in the coming years. At the same time, the percentage of school children who are members of minority groups continues to grow as a proportion of the total school population. Thus, the ethnic and racial mismatch between students and teaching force which occurs today will most likely become more pronounced in years to come.

The low and falling proportion of Hispanics in the teaching force is generally attributed to several factors:

- The college-going rate for Hispanics is lower than that for Blacks and Whites and is declining. In 1975, almost 36% of Hispanic high school graduates went on to college, but in 1983 only 31% went on. College graduation rates are also substantially lower.

- The numbers of Hispanics choosing to study education -- while still higher than many other fields -- is declining. In 1975-76, 2,831 Hispanics earned bachelor's degrees in education, compared to 2,517 in 1982-83.

- The proportion of Hispanics passing state-mandated standardized teacher competency tests is lower than the proportion of Whites passing those same tests. A recent study from the California Commission on Teacher Credentialing indicates that only 46% of Mexican Americans and 41% of other Hispanic candidates passed the exams, compared to a general pass rate of 73% for first-time test takers.[2]

In addition to the shortage of Hispanics in the teaching force, there is also a shortage of teachers of any race or ethnicity who are trained and certified to teach in bilingual education programs. Since anywhere from two-thirds to three-fourths of the students in bilingual programs in the nation are Hispanic, the limited availability of trained bilingual teachers affects the quality of education available to those Hispanic children. November 1983 data from the Survey of Teacher Demand and Shortage conducted by the National Center for Education Statistics indicated that there were 3,590 uncertified teachers teaching in bilingual education programs, accounting for 12% of all uncertified teachers. The same survey found that bilingual education had the greatest proportional shortages of any field of education, and that the fewest special recruitment and training incentives were offered by public schools to attract teachers in that field.

VIII. IMPLICATIONS FOR POLICY MAKERS

Data presented in the previous sections of this document illustrate that Hispanic Americans are a severely undereducated population. The effects of this undereducation have long been felt within the Hispanic community as low educational attainment and literacy levels have limited the quality of jobs available to Hispanic adults, and have inhibited the ability of parents to help their children improve their life opportunities via education.

As Hispanics continue to grow as a proportion of the American population, and most especially as a proportion of the labor force, the negative implications of this undereducation will increasingly be felt by the general public as well. The personal and family tragedies of unrealized potential, limited career and educational options, illiteracy and grinding poverty translate to national liabilities of inadequate numbers of skilled and literate workers, reduced labor force productivity, foregone income tax revenues, and higher rates of dependence on public assistance programs.

Efforts to improve the educational status of Hispanics must be based on a clear understanding of the current educational condition of Hispanic children, youth and adults. This understanding is extremely difficult to achieve given the frequent absence of data on Hispanics, and particularly data on Hispanic subgroups. Unfortunately, most of the recent wave of school reform reports and recommendations did not reflect consideration of data on Hispanic education, nor were their recommendations designed to address the needs of Hispanic children. In fact, some of their recommendations may actually increase the number of Hispanics who leave high school without diplomas.

Two notable exceptions are: "Barriers to Excellence: Our Children At Risk," the report of the National Coalition of Advocates for Students, and "Make Something Happen," the report of the National Commission on Secondary Schooling for Hispanics, a project of the Hispanic Policy Development Project. These reports make an important contribution to the literature on Hispanic education. However, the first report deals with all children at risk and does not specifically examine the educational condition of Hispanics. As the data on the preceding pages have shown, educational outcomes are often very different for Hispanics, Blacks and other at-risk populations. While there are distinct similarities, sometimes the risks are different and call for unique solutions. The second report, while focused exclusively on Hispanics, considers only one facet of educational reform -- recommendations for secondary school improvement.

The preceding sections of this document have presented a sketch of the current educational condition of Hispanic children, youth and adults. The data paint a picture of educational neglect, and also illustrate some of the points along the education pipeline at which Hispanics appear to be particularly vulnerable -- points at which educators, policy makers and community members can design educational interventions to improve educational outcomes. To those familiar with the data on Hispanic education, some of the implications highlighted below may seem to be largely a matter of common sense. However, it is evident from the types of educational programs implemented -- and not implemented -- in schools and communities that these implications are far from obvious to many. The following recommendations are by no means exhaustive, but are meant to call attention to some of the most critical areas of concern for Hispanic students.

1. **Programs designed to improve early school success are critical.**

Early school failure has been shown to be perhaps the greatest predictor of a child's later dropping out of school, and at each grade level a higher percentage of Hispanic children are enrolled below grade level than White children. Early school failure appears to be a problem for both English-proficient and non-English proficient Hispanic children. Programs which increase a child's ability to succeed in elementary school, and to meet grade promotion requirements in basic subjects, must be an important part of school reform and dropout prevention efforts for Hispanic children. Given the shortages of trained bilingual teachers -- and of regular classroom teachers who have training in working with culturally and linguistically different children -- and the concentration of Hispanic students in segregated schools, efforts to improve early school attainment should not be limited to the schools. Community-based tutorial and enrichment programs for elementary school children are also important.

2. **Increased numbers of adequately trained bilingual, gifted and talented, and special education teachers must be trained and employed.**

Current shortages hamper the ability of school districts to provide adequate services to meet the special needs of many Hispanic children. Efforts to improve early school attainment will be hampered unless the numbers of trained teachers in these specialties are increased. In addition, even with availability of these teachers, communities will need to monitor the access of Hispanic children to these special programs.

3. **All teacher training programs should include coursework in multicultural education and instructional strategies for linguistically different children.**

Since one of every four U.S. teachers has a limited-English proficient Hispanic student, all prospective teachers should receive some training in language assessment, second language acquisition, strategies to teach English to non-English speakers, and instructional techniques to make other content areas accessible to children learning English. The number of Hispanic and limited-English proficient school-age children will continue to grow, and increasing numbers of teachers without appropriate preparation will be called upon to meet the educational needs of these children. While community-based organizations can help teachers understand more about the culture of the community, both pre-service training programs at colleges and universities and in-service training programs in local school districts should address these needs.

4. **Efforts to combat curricular tracking, which typically begins in junior high school years, must include not only counseling and career education, but also remedial educational services.**

Dropout rates are far higher among youth enrolled in general and vocational education tracks than among those in academic tracks, and disproportionately high numbers of Hispanic youth are placed in these non-academic tracks. Some tracking occurs as a result of routine assignment by counselors with low expectations for Hispanic youth, while some occurs because of family expectations or because parents and other family members lack the expertise to advise the student as to the consequences of these decisions. Some occurs because the student, even in junior high school, is so far behind grade level that chances for success in an academic program seem slim. Efforts to reduce this over-representation in dropout-prone tracks must include not only career education and counseling for parents and students, but also remedial academic services for the student where necessary. Both expectations and skills need to be raised if more Hispanic youth are to enroll and succeed in academic curricular tracks.

5. **Academic tutorial programs are needed for the high school level as well as for younger students.**

These programs are necessary not only as a deterrent to high dropout rates, but also to better prepare youth such as the approximately one-third of Hispanic high school graduates who have "D" or "F" averages in basic subjects. These youth may squeak through high school, but their incomplete academic preparation indicates questionable literacy and limits their post-high school options. High school tutorial programs should thus be inclusive, targeting not only those students in immediate danger of dropping out, but also those in danger of graduating with substandard preparation.

6. **Dropout prevention programs which do not begin until high school are too late to help most Hispanic youth.**

Since approximately 40% of Hispanic youth who leave high school dropout by the fall of their sophomore year, drop out prevention programs serving only tenth, eleventh, and twelfth graders may be reaching largely the "survivors." Also, given the high proportion of Hispanic students who are enrolled two or more years below grade level by high school, efforts focused solely on high school students will need to offer intensive academic tutorial assistance.

7. **Dropout recovery efforts are just as important as dropout prevention programs in Hispanic communities, since about 40% of Hispanic youth have already left by the tenth grade and approximately 50% of Hispanic youth do not complete high school.**

Given the youth of these dropouts, some -- with the proper academic and counseling support -- may be able to return to the regular school system and graduate. Others, because they are older, or their academic deficits are more severe, need access to high quality programs outside the school system which help them to earn General Educational Development (GED) certificates. Dropout recovery programs for both young women and young men must consider the possible presence of young children in the home and the need of parents for such supportive services as child care and transportation assistance.

8. **Given the relatively poor performance of Hispanic high school students on standardized tests, schools and community groups should consider providing test-taking preparation seminars.**

Hispanic youth typically attain lower scores than White students on such standardized tests as the Preliminary Scholastic Aptitude Test (PSAT), the Scholastic Aptitude Test (SAT) and the American College Test (ACT). These low test scores often restrict the postsecondary choices available to Hispanic youth. The school reform initiatives being adopted by many states now mandate standardized tests to determine student eligibility to move on to the next grade level or receive high school diplomas. Absent improved test-taking skills, many Hispanic students will not be able to cross these barriers. Test-taking kits and courses show some promise in increasing student test scores and merit wider use with Hispanic students in junior and senior high school.

9. Hispanic girls need additional academic attention.

Given the low educational attainment and high poverty rates of Hispanic women, especially female heads of households, it is important to target additional educational efforts to Hispanic girls in school and to the generation of young mothers who have already left school.

10. High adult illiteracy levels -- both in English and in Spanish -- indicate several special needs.

Many Hispanic parents need access to convenient and affordable literacy programs in both languages. Improving the literacy of parents is an important part of increasing parent involvement in the education of their children as well as in increasing the parents' ability to secure better jobs and thereby make better economic provision for the family. Schools which rely exclusively on written communications -- either in Spanish or English -- to communicate with Hispanic parents are probably missing a significant sector of the population. Reaching adults of limited literacy requires a community needs assessment which makes use of both printed material and such oral activities as telephone trees and personal visits.

11. Additional outreach efforts are also indicated for Hispanic parents who read and write English.

Even if Hispanic parents read and write English, the low educational attainment of most Hispanic adults means that many parents are not equipped to advise their children about course selection and higher education opportunities, or the type of preparation needed for professional careers. Community- and school-based programs which work with Hispanic parents to make them aware that college and professional careers are possible options for their children have shown promising results.

12. Increased college recruitment, financial assistance and postsecondary educational efforts are necessary to raise the percentage of Hispanic graduates who complete college degrees.

Too few Hispanics enter college, and enhanced college recruitment as well as improved counseling are needed to encourage college entrance. Given the generally low socioeconomic status of the Hispanic community, adequate financial aid is also essential. Strategies which focus merely on college recruitment and enrollment may not have the desired effect, since attrition rates among Hispanics in higher education are very high. Efforts to increase the number of Hispanics graduating from college must include an emphasis not only on recruitment, but also on retention assuring academic, counseling, and financial assistance.

The National Council of La Raza believes that there is an overwhelming need for both systemic public school reform to better meet the needs of Hispanics, and community-based educational programs which can supplement public school offerings and work with parents and teachers to increase their knowledge and skills in helping Hispanic children learn. Research on effective schools has indicated a number of common characteristics of schools which succeed in effectively educating low-income

and minority children. Similarly, an increasing body of research on bilingual education is revealing the significant features of effective instruction for language-minority students. More of this research needs to be translated into practice at the local school level to improve the quality of education in general and the educational attainment of Hispanic and other language-minority children.

The current level of federal, state and local resources devoted to improving education for Hispanics is inadequate, and is not likely to grow substantially in the near future. Furthermore, efforts which are solely remedial and not preventive in nature do nothing to improve the nature of education for the tens of thousands of Hispanic children entering school each year. Systemic reforms in teacher training, parent and adult education, effective school practices and programs, and special programs for at-risk children are essential. So are local school and community-based efforts based on careful community needs assessments and an understanding of the educational barriers facing Hispanic children. As the school reform movement proceeds to raise the hurdles to high school graduation and college attendance, Hispanic children will desperately need better coaching to help them jump those hurdles and continue the race.

As Hispanics continue to grow as a proportion of the national work force, improving their educational condition is increasingly becoming a national imperative. This is true not only from the standpoint of protecting the civil rights of minority-group members, but also because it is in the national economic and political interest to do so. An educated and trained work force and literate citizenry are essential for American stability and competitiveness in the twenty-first century.

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APPENDIX: STATE TABLES

The following pages provide state tables summarizing school enrollment, dropouts, high school graduates, college enrollment and completion. Tables are provided for the ten states with the largest Hispanic populations: California, Texas, New York, Florida, Illinois, New Jersey, New Mexico, Arizona, Colorado, and Connecticut.

All tables are based on 1980 Census data, and provide information for the total population, Whites, Hispanics, and (except in the case of New Mexico) Blacks. All provide breakdowns by sex. The Census information on school enrollment is based on a survey of 5% of the population and thus has a low statistical margin of error.

For each state, six tables are provided. The content of each table is described below, and summary information is provided about what each table reveals about Hispanic educational status.

Table 1. The Educational Pipeline

This table indicates the percentage participation of the total U.S. population and of Whites, Blacks, and Hispanics at various stages along the educational pipeline, from elementary school enrollment through college completion, as of 1980. The table was generated by determining the appropriate age range for persons at each stage along the educational pipeline, and then determining the proportion of all persons in that age group who were in fact enrolled in the corresponding grades or levels of school. This includes, for example, those persons aged 6-13 who were enrolled in elementary school as a percentage of the total population aged 6-13. For high school, it is the percentage of those aged 14-17 who were enrolled in high school; for high school graduates, the percentage of all persons 18-24 who had completed 12 credit-years in elementary and secondary school; for college enrollment, those 18-24 who were currently attending college; and for college graduates, those aged 22-29 who had completed four credit-years of college.

This table shows that Hispanics exit from the educational pipeline earlier than Blacks or Whites, and that only a small percentage of Hispanics in most states enroll in or complete college. The decreasing educational participation of Hispanics is evident at each educational marker above elementary school. For example, the Texas table shows that 97.5% of Texas Hispanics in 1980 were in the pipeline at the elementary school enrollment level, 86.2% were enrolled in high school, 51.1% were high school graduates, 14.8% enrolled in college, and just 6.8% college graduates.

Table 2. Enrollment below College by Grade

This table indicates total elementary and secondary school enrollment in 1980 and the percentage of the total enrollment who were White, Black, and Hispanic. This table shows the relative size of the Hispanic school population, its youth, and its high dropout rate. Hispanics ranged from just 1.5% of total elementary and secondary school enrollment in Illinois to 44.1% in New Mexico. The table for California shows that in that state, 28.8% of students in grades one through four were Hispanic, but only 20.8% of eleventh and twelfth grade students.

Table 3. Percentage of Dropouts

This table shows the percentage of persons of various ages who were self-reported high school dropouts. This table shows that Hispanics have higher dropout rates than Whites or Blacks and tend to leave school earlier. The highest percentage of dropouts over 19 was in Illinois (49.4%), while Florida had the lowest rate (23.4%). The Arizona data demonstrate that Hispanics in that state leave school earlier than Whites or Blacks; 23.5% of Hispanics 16-17 were dropouts, compared to 12.8% of Blacks and Whites.

Table 4. High School Graduates by Age

This table shows the percentage of persons of various ages who were self-reported high school graduates as of 1980. The tables show that typically, a lower percentage of Hispanics than of Whites or Blacks were high school graduates. For example, the Illinois table shows that 48.8% of Hispanics over 19, compared to 69.8% of Blacks and 86% of Whites, were high school graduates.

Table 5. High School Graduates Enrolled in College by Age

This table shows the percentage of self-reported high school graduates of various ages who were enrolled in college in 1980. This table shows that in most states, Hispanic high school graduates were somewhat less likely than other high school graduates to attend college. For example, in Illinois, 49.5% of White high school graduates aged 18-19 were enrolled in college, compared to 50.1% of Blacks and 45.6% of Hispanics. This table also demonstrates that Hispanics tend to enter college later than other groups and thus a higher proportion of Hispanics in the older age groups are college students; 19.8% of all Illinois high school graduates 22-24 were enrolled in college in 1980, compared to 20.2% of Hispanics. Hispanic college enrollment was greatest in Florida, where 48.7% of Hispanics 20-21 were in college, and lowest in New Mexico, where only 18% were in college.

Table 6. College Graduates by Age

This table shows the percentage of the population within various age groups who reported that they were college graduates -- that is, had completed four credit-years of college -- as of 1980. This table clearly shows that Hispanics of all ages -- and especially those 25 and over -- were far less likely than Whites or Blacks to be college graduates. For example, in New York, 30.5% of Whites over 29, 11.8% of Blacks, and 9% of Hispanics were college graduates. Looking at young adults, Hispanics 25-29 were most likely to be college graduates in Florida (16%) and least likely in Illinois (6.9%).

Overall, these tables show that in all ten states, judging from 1980 data, Hispanics typically have lower educational attainment, lower college enrollment, and higher dropout rates than Whites or Blacks. There are large differences by state, however. Comparative data for the ten states from all six tables are provided below. The data indicate that Hispanics in Florida, the majority of them Cuban Americans, have higher educational levels than Hispanics in the other nine states. They have the lowest dropout rates among persons over 19, the highest percentage of high school graduates, the highest proportion of 20-21 year olds enrolled in college, and the highest percentage of 25-29 year olds who are college graduates. Hispanics 19 and over in Illinois and California are most likely to be dropouts, and young adults in these two states are least likely to be high school graduates. The lowest percentages of college graduates are found in Illinois and California.

The tables also provide breakdowns by sex. The data indicate that Hispanic females are more likely than Hispanic males to graduate from high school but less likely to enroll in or graduate from college.

HISPANIC EDUCATIONAL STATUS: SUMMARY OF STATE DATA

	Hisp. % of Elem & Secondary Enrollment	College Grads.	Dropouts Over 19	Hi. Sch. Grads Over 19	College Enrollm. 20-21	College Grads 25-29
Arizona	22.0%	8.5%	34.6%	64.0%	26.7%	7.3%
California	25.3	6.1	42.8	55.2	32.6	7.1
Colorado	16.0	7.4	32.9	65.9	21.4	8.9
Connecticut	5.9	9.3	41.5	55.8	33.6	10.5
Florida	9.9	13.8	23.4	74.6	48.7	16.0
Illinois	1.5	5.9	49.4	48.8	33.7	6.9
New Jersey	8.6	8.5	33.8	63.7	38.0	9.4
New Mexico	44.1	7.6	26.8	72.4	18.0	9.8
New York	12.0	8.1	39.0	58.1	42.7	9.3
Texas	27.3	6.8	40.2	57.9	32.3	7.9

Tables for the ten states are provided on the following pages, with the tables arranged alphabetically by state.

TABLES FOR ARIZONA

Table 1. The 1980 Educational Pipeline

	Elementary Enrollment Age 6-13	H. S. Enrollment 14-17	H. S. Grads 18-24	College Enrollment 18-24	College Grads 22-29
Total Students	98.3%	88.2%	75.8%	25.7%	17.0%
Whites	98.8	90.0	79.9	28.3	19.3
Blacks	98.2	90.1	76.7	25.7	10.1
Hispanics	98.1	83.3	58.4	15.5	6.1
Male Students	98.3	87.8	74.7	26.7	17.6
Whites	98.7	89.8	78.7	29.7	19.9
Blacks	98.4	89.7	75.9	26.7	9.2
Hispanics	97.9	83.3	57.3	15.6	6.4
Female Students	98.4	88.5	76.8	24.7	16.5
Whites	98.8	90.1	81.0	26.9	18.7
Blacks	97.9	90.5	77.6	24.5	11.1
Hispanics	98.3	83.3	59.6	15.3	5.7

Table 2. 1980 Enrollment Below College by Grade, Race/Ethnicity and Sex

Grades:	1 to 4	5 to 8	9 to 10	11 to 12	All
All Students	176,605	175,320	91,392	78,755	522,072
Whites	75.5%	77.4%	78.4%	81.5%	77.5%
Blacks	3.5	3.1	3.8	3.4	3.4
Hispanics	24.2	22.1	20.6	18.5	22.0
Male Students	90,894	89,782	46,399	39,414	266,489
Whites	38.8%	39.7%	40.0%	41.0%	39.7%
Blacks	1.8	1.7	1.9	1.6	1.7
Hispanics	12.3	11.4	10.4	9.4	11.2
Female Students	85,711	85,538	44,993	39,341	255,583
Whites	36.6%	37.7%	38.4%	40.5%	37.9%
Blacks	1.7	1.5	1.9	1.7	1.7
Hispanics	11.9	10.7	10.2	9.0	10.8

Table 3. 1980 Percentage of Dropouts by Age, Race/Ethnicity and Sex

Student Age:	Under 14	14 to 15	16 to 17	18 to 19	Over 19
Total Students	1.7%	5.0%	15.4%	20.8%	17.0%
Whites	1.2	3.8	12.8	17.9	13.7
Blacks	1.8	3.7	12.8	19.9	16.6
Hispanics	1.9	7.5	23.5	33.9	34.6
Male Students	1.7	5.0	16.4	21.5	17.2
Whites	1.3	3.7	13.8	18.8	14.1
Blacks	1.6	3.7	12.9	20.6	17.9
Hispanics	2.1	7.0	24.0	33.8	35.5
Female Students	1.6	5.0	14.4	20.1	16.9
Whites	1.2	3.9	11.7	17.1	13.2
Blacks	2.1	3.8	12.8	19.0	14.9
Hispanics	1.7	8.0	22.9	34.0	33.8

Table 4. 1980 High School Graduates by Age, Race/Ethnicity and Sex

Student Age:	16 to 17	18 to 19	Over 19
Total Students	2.9%	60.4%	81.9%
Whites	3.0	64.6	85.8
Blacks	3.1	63.3	82.3
Hispanics	2.2	45.9	64.0
Male Students	2.5	57.8	81.4
Whites	2.4	61.7	85.3
Blacks	4.0	63.8	80.7
Hispanics	2.1	44.3	63.1
Female Students	3.3	63.1	82.3
Whites	3.7	67.6	86.2
Blacks	2.1	62.8	84.5
Hispanics	2.3	47.6	64.9

Table 5. 1980 High School Graduates Enrolled in College by Age, Race/Ethnicity and Sex

Student Age:	Under 18	18 to 19	20 to 21	22 to 24
Total Students	38.4%	49.1%	38.2%	23.5%
Whites	37.2	50.7	39.8	25.0
Blacks	35.1	48.1	34.0	25.2
Hispanics	30.3	40.8	26.7	18.4
Male Students	37.4	50.5	40.1	25.7
Whites	36.8	52.0	41.8	28.3
Blacks	36.9	49.5	39.6	24.6
Hispanics	16.6	42.3	26.3	20.1
Female Students	39.1	47.8	36.3	21.2
Whites	37.5	49.6	37.8	21.7
Blacks	31.6	46.3	27.1	26.0
Hispanics	42.8	39.3	27.1	16.6

Table 6. 1980 College Graduates by Age, Race/Ethnicity and Sex

Student Age:	Under 22	22 to 24	25 to 29	Over 29
Total Students	0.3%	12.2%	20.2%	24.2%
Whites	0.3	14.0	22.7	26.8
Blacks	0.2	6.4	12.7	14.4
Hispanics	0.1	4.1	7.3	8.2
Male Students	0.2	11.2	21.8	28.7
Whites	0.3	12.9	24.5	31.8
Blacks	0.1	4.4	12.9	17.8
Hispanics	0.1	3.9	8.0	11.0
Female Students	0.3	13.2	18.7	19.6
Whites	0.4	15.2	20.9	21.8
Blacks	0.3	8.9	12.6	10.2
Hispanics	0.1	4.3	6.6	5.3

TABLES FOR CALIFORNIA

Table 1. The 1980 Educational Pipeline

	Elementary Enrollment Age 6-13	H. S. Enrollment 14-17	H. S. Grads 18-24	College Enrollment 18-24	College Grads 22-29
Total Students	98.5%	91.8%	74.6%	26.7%	18.2%
Whites	98.8	92.5	78.1	27.6	20.0
Blacks	98.2	94.0	76.0	25.1	11.0
Hispanics	97.7	86.6	51.7	15.6	6.1
Male Students	98.5	92.3	72.7	26.4	19.2
Whites	98.8	92.9	76.4	27.5	21.5
Blacks	98.1	94.5	73.1	22.5	10.5
Hispanics	97.7	87.1	49.6	15.2	6.6
Female Students	98.5	91.4	76.5	27.0	17.1
Whites	98.8	92.0	79.8	27.7	18.4
Blacks	98.2	93.5	79.0	27.8	11.4
Hispanics	97.8	86.1	53.9	15.9	5.5

Table 2. 1980 Enrollment Below College by Grade, Race/Ethnicity and Sex

Grades:	1 to 4	5 to 8	9 to 10	11 to 12	All
All Students	1,385,113	143,2278	795,217	734,701	4,347,309
Whites	70.4%	71.8%	72.3%	73.2%	71.7%
Blacks	9.1	9.8	10.1	10.7	9.8
Hispanics	28.8	25.2	23.6	20.8	25.3
Male Students	716,415	732,869	410,332	372,674	2,232,290
Whites	36.5%	36.8%	37.3%	36.9%	36.8%
Blacks	4.7	4.9	5.2	5.5	5.0
Hispanics	14.9	12.9	12.3	10.6	13.0
Female Students	668,698	699,409	384,885	362,027	2,115,019
Whites	33.9%	35.0%	35.1%	36.3%	34.9%
Blacks	4.4	4.8	4.9	5.2	4.8
Hispanics	13.9	12.4	11.3	10.2	12.3

Table 3. 1980 Percentage of Dropouts by Age, Race/Ethnicity and Sex

Student Age:	Under 14	14 to 15	16 to 17	18 to 19	Over 19
Total Students	1.5%	2.4%	9.6%	20.1%	19.1%
Whites	1.2	1.9	8.6	17.8	15.7
Blacks	1.8	2.0	6.0	16.8	16.2
Hispanics	2.3	4.8	18.2	36.9	42.8
Male Students	1.5	2.1	9.7	22.2	20.1
Whites	1.2	1.7	8.7	19.7	16.5
Blacks	1.9	2.1	6.0	19.5	17.8
Hispanics	2.3	4.1	18.0	39.5	44.1
Female Students	1.5	2.6	9.6	17.9	18.0
Whites	1.2	2.1	8.5	15.8	14.8
Blacks	1.8	1.8	5.9	14.0	14.6
Hispanics	2.2	5.6	18.4	34.1	41.4

Table 4. 1980 High School Graduates by Age, Race/Ethnicity and Sex

Student Age:	16 to 17	18 to 19	Over 19
Total Students	3.8%	60.6%	79.8%
Whites	3.9	63.7	83.5
Blacks	3.8	61.2	82.0
Hispanics	3.2	42.3	55.2
Male Students	3.1	56.8	78.7
Whites	3.1	60.0	82.6
Blacks	2.8	55.8	80.2
Hispanics	2.9	38.6	53.8
Female Students	4.5	64.7	81.0
Whites	4.6	67.5	84.4
Blacks	4.9	66.8	83.8
Hispanics	3.5	46.3	56.8

Table 5. 1980 High School Graduates Enrolled in College by Age, Race/Ethnicity and Sex

Student Age:	Under 18	18 to 19	20 to 21	22 to 24
Total Students	42.1%	51.5%	40.3%	25.5%
Whites	42.7	50.9	40.0	25.0
Blacks	44.2	49.7	35.8	22.7
Hispanics	31.0	43.4	32.6	21.9
Male Students	39.8	49.8	40.5	27.5
Whites	39.9	49.5	40.5	27.0
Blacks	44.7	43.7	32.5	23.3
Hispanics	31.8	43.0	33.4	23.2
Female Students	43.7	53.0	40.1	23.5
Whites	44.6	52.2	39.5	23.0
Blacks	43.9	55.1	39.2	22.1
Hispanics	30.2	43.7	31.7	20.6

Table 6. 1980 College Graduates by Age, Race/Ethnicity and Sex

Student Age:	Under 22	22 to 24	25 to 29	Over 29
Total Students	0.4%	12.7%	21.7%	26.9%
Whites	0.4	14.2	23.7	29.1
Blacks	0.2	7.3	13.4	14.8
Hispanics	0.3	4.5	7.1	8.7
Male Students	0.4	12.6	23.4	31.8
Whites	0.4	14.3	26.1	34.6
Blacks	0.2	6.5	13.1	16.8
Hispanics	0.3	4.6	8.0	10.8
Female Students	0.5	12.8	19.9	22.1
Whites	0.5	14.0	21.2	23.4
Blacks	0.3	8.1	13.6	13.0
Hispanics	0.2	4.4	6.2	6.5

TABLES FOR COLORADO

Table 1. The 1980 Educational Pipeline

	Elementary Enrollment Age 6-13	H. S. Enrollment 14-17	H. S. Grads 18-24	College Enrollment 18-24	College Grads 22-29
Total Students	98.9%	92.3%	79.2%	24.2%	22.8%
Whites	99.0	93.0	80.7	25.0	24.3
Blacks	98.4	92.8	76.5	21.0	12.1
Hispanics	98.7	86.7	59.9	12.5	7.4
Male Students	98.9	92.9	77.8	25.5	23.5
Whites	99.0	93.5	79.4	26.5	25.1
Blacks	98.3	94.0	75.3	18.3	12.5
Hispanics	98.6	87.8	58.1	12.9	8.0
Female Students	98.9	91.7	80.6	22.7	22.0
Whites	99.0	92.5	82.0	23.4	23.5
Blacks	98.4	91.5	78.0	24.3	11.7
Hispanics	98.8	85.6	61.6	12.0	6.7

Table 2. Enrollment Below College by Grade, Race/Ethnicity and Sex

Grades:	1 to 4	5 to 8	9 to 10	11 to 12	All
All Students	178,322	177,843	98,139	89,064	543,368
Whites	86.3%	87.2%	86.9%	88.8%	87.1%
Blacks	4.3	4.1	4.4	4.7	4.3
Hispanics	17.0	16.3	16.1	13.3	16.0
Male Students	91,829	90,785	50,331	46,034	278,979
Whites	44.6%	44.4%	44.4%	45.9%	44.7%
Blacks	2.2	2.1	2.5	2.4	2.2
Hispanics	8.6	8.3	8.1	6.9	8.1
Female Students	86,493	87,058	47,808	43,030	264,389
Whites	41.8%	42.8%	42.5%	42.9%	42.4%
Blacks	2.1	2.1	1.9	2.3	2.1
Hispanics	8.4	7.9	8.0	6.4	7.9

Table 3. 1980 Percentage of Dropouts by Age, Race/Ethnicity and Sex

Student Age:	Under 14	14 to 15	16 to 17	18 to 19	Over 19
Total Students	1.1%	2.1%	10.6%	15.8%	13.7%
Whites	1.0	1.8	9.5	14.5	12.1
Blacks	1.7	4.0	8.2	15.6	17.2
Hispanics	1.3	3.9	20.2	30.8	32.9
Male Students	1.1	1.9	10.1	16.6	14.5
Whites	1.0	1.5	9.3	15.5	12.7
Blacks	1.7	4.6	5.2	17.8	17.4
Hispanics	1.4	3.7	18.2	32.0	34.2
Female Students	1.1	2.4	11.0	15.0	12.9
Whites	1.0	2.2	9.7	13.5	11.5
Blacks	1.6	3.2	11.5	13.2	16.9
Hispanics	1.3	4.0	22.2	29.7	31.6

Table 4. 1980 High School Graduates by Age, Race/Ethnicity and Sex

Student Age:	16 to 17	18 to 19	Over 19
Total Students	2.1%	61.9%	85.7%
Whites	2.1	62.9	87.4
Blacks	2.2	64.4	81.3
Hispanics	1.9	45.9	65.9
Male Students	1.8	59.1	84.9
Whites	1.7	60.0	86.8
Blacks	2.4	60.2	80.9
Hispanics	1.7	42.8	64.6
Female Students	2.5	64.8	86.5
Whites	2.5	66.0	88.0
Blacks	2.0	69.1	81.8
Hispanics	2.2	49.0	67.1

Table 5. 1980 High School Graduates Enrolled in College by Age, Race/Ethnicity and Sex

Student Age:	Under 18	18 to 19	20 to 21	22 to 24
Total Students	30.3%	47.4%	36.7%	19.1%
Whites	31.4	48.0	37.6	19.3
Blacks	16.8	43.7	28.5	18.8
Hispanics	26.6	34.3	21.4	13.8
Male Students	29.6	48.1	39.3	22.2
Whites	30.3	48.8	40.3	22.5
Blacks	16.4	38.3	26.0	17.0
Hispanics	22.5	34.3	22.0	16.7
Female Students	30.8	46.8	34.0	16.0
Whites	32.2	47.3	34.9	16.0
Blacks	17.4	48.9	31.9	21.0
Hispanics	30.3	34.4	20.9	11.0

Table 6. 1980 College Graduates by Age, Race/Ethnicity and Sex

Student Age:	Under 22	22 to 24	25 to 29	Over 29
Total Students	0.4%	16.0%	26.9%	33.2%
Whites	0.5	17.2	28.6	35.0
Blacks	0.5	8.6	14.7	18.9
Hispanics	0.2	4.9	8.9	10.5
Male Students	0.3	15.2	28.6	38.6
Whites	0.3	16.4	30.3	40.6
Blacks	0.2	8.6	15.4	22.0
Hispanics	0.2	4.7	10.0	13.8
Female Students	0.6	16.9	25.2	27.5
Whites	0.6	18.0	26.8	29.1
Blacks	0.8	8.6	13.9	13.6
Hispanics	0.1	5.1	7.8	7.0

TABLES FOR CONNECTICUT

Table 1. The 1980 Educational Pipeline

	Elementary Enrollment Age 6-13	H. S. Enrollment 14-17	H. S. Grads 18-24	College Enrollment 18-24	College Grads 22-29
Total Students	99.1%	94.9%	79.5%	27.3%	25.0%
Whites	99.2	95.4	81.6	28.3	26.7
Blacks	98.5	93.3	66.0	18.6	11.3
Hispanics	98.0	87.9	49.6	15.6	9.3
Male Students	99.0	94.8	76.6	26.6	25.8
Whites	99.1	95.2	78.7	27.5	27.0
Blacks	98.6	92.9	61.0	16.8	12.0
Hispanics	97.7	88.0	48.8	16.4	10.1
Female Students	99.1	95.2	82.3	28.0	24.3
Whites	99.3	95.6	84.5	29.0	26.4
Blacks	98.4	93.7	70.5	20.2	10.8
Hispanics	98.2	87.7	50.3	15.0	8.6

Table 2. 1980 Enrollment Below College by Grade, Race/Ethnicity and Sex

Grades:	1 to 4	5 to 8	9 to 10	11 to 12	All
All Students	180,052	203,362	117,098	107,607	608,119
Whites	85.2%	87.0%	87.0%	88.7%	86.8%
Blacks	10.2	9.4	9.8	8.9	9.7
Hispanics	7.2	6.1	5.3	4.0	5.9
Male Students	93,712	104,007	59,886	53,189	310,794
Whites	44.4%	44.7%	44.7%	43.9%	44.5%
Blacks	5.4	4.7	4.9	4.4	4.9
Hispanics	3.7	3.1	2.6	1.9	3.0
Female Students	86,340	99,355	57,212	54,418	297,325
Whites	40.8%	42.4%	42.3%	44.8%	42.3%
Blacks	4.8	4.8	4.9	4.6	4.8
Hispanics	3.5	3.0	2.7	2.0	2.9

Table 3. 1980 Dropouts by Age, Race/Ethnicity and Sex

Student Age:	Under 14	14 to 15	16 to 17	18 to 19	Over 19
Total Students	0.9%	1.1%	7.2%	14.2%	12.9%
Whites	0.8	0.9	6.6	12.5	11.2
Blacks	1.5	3.1	8.4	24.1	22.3
Hispanics	2.1	2.5	20.0	36.2	41.5
Male Students	1.0	1.2	7.8	16.1	14.7
Whites	0.9	1.0	7.3	14.5	13.0
Blacks	1.5	3.1	9.7	26.6	24.7
Hispanics	2.3	3.1	19.2	35.2	42.2
Female Students	0.9	1.1	6.5	12.3	11.2
Whites	0.7	0.8	6.0	10.6	9.4
Blacks	1.6	3.1	7.2	21.7	20.2
Hispanics	1.8	1.8	20.8	37.2	41.0

Table 4. 1980 High School Graduates by Age, Race/Ethnicity and Sex

Student Age:	16 to 17	18 to 19	Over 19
Total Students	1.7%	62.8%	86.3%
Whites	1.6	65.4	88.2
Blacks	1.7	45.0	75.4
Hispanics	1.7	35.8	55.8
Male Students	1.3	57.7	84.5
Whites	1.3	60.1	86.3
Blacks	1.2	38.9	71.6
Hispanics	1.8	34.7	55.5
Female Students	2.0	68.0	88.1
Whites	1.9	70.7	90.0
Blacks	2.3	51.0	78.7
Hispanics	1.6	36.8	56.2

Table 5. 1980 High School Graduates Enrolled in College by Age, Race/Ethnicity and Sex

Student Age:	Under 18	18 to 19	20 to 21	22 to 24
Total Students	32.1%	53.4%	41.5%	20.1%
Whites	32.5	54.0	42.1	20.0
Blacks	37.5	43.9	32.3	18.4
Hispanics	56.8	46.2	33.6	23.1
Male Students	30.1	51.2	41.7	22.3
Whites	33.0	51.8	42.2	22.2
Blacks	33.8	41.6	31.7	18.0
Hispanics	64.1	41.6	37.7	26.1
Female Students	33.5	55.3	41.4	18.0
Whites	32.1	55.9	42.0	17.8
Blacks	39.6	45.6	32.9	18.8
Hispanics	48.7	50.3	29.6	20.7

Table 6. 1980 College Graduates by Age, Race/Ethnicity and Sex

Student Age:	Under 22	22 to 24	25 to 29	Over 29
Total Students	0.4%	19.3%	28.7%	30.6%
Whites	0.4	20.5	30.7	32.3
Blacks	0.5	8.7	13.1	11.4
Hispanics	0.1	7.5	10.5	10.3
Male Students	0.4	18.7	30.4	36.5
Whites	0.4	19.7	31.7	38.4
Blacks	0.3	7.7	14.8	14.6
Hispanics	0.0	7.1	11.9	10.4
Female Students	0.5	20.0	27.1	25.0
Whites	0.5	21.4	29.6	26.4
Blacks	0.8	9.6	11.6	8.9
Hispanics	0.3	7.7	9.3	10.1

TABLES FOR FLORIDA

Table 1. The 1980 Educational Pipeline

	Elementary Enrollment Age 6-13	H. S. Enrollment 14-17	H. S. Grads 18-24	College Enrollment 18-24	College Grads 22-29
Total Students	98.4%	89.6%	74.8%	23.0%	16.0%
Whites	98.7	89.6	77.3	24.2	17.6
Blacks	97.5	89.8	65.0	17.9	7.5
Hispanics	97.7	88.4	68.7	30.1	13.8
Male Students	98.4	89.5	71.6	23.2	16.9
Whites	98.7	89.5	74.6	24.7	18.8
Blacks	97.4	89.8	59.3	15.1	6.8
Hispanics	97.6	88.2	65.1	30.0	14.3
Female Students	98.5	89.6	77.9	22.9	15.1
Whites	98.8	89.8	80.1	23.7	16.5
Blacks	97.7	89.8	69.9	20.3	8.0
Hispanics	97.8	88.7	72.6	30.3	13.3

Table 2. 1980 Enrollment Below College by Grade, Race/Ethnicity and Sex

Grades:	1 to 4	5 to 8	9 to 10	11 to 12	All
All Students	537,920	555,464	301,011	266,925	1,661,320
Whites	75.0%	77.0%	77.2%	77.9%	76.6%
Blacks	22.2	20.4	20.4	19.9	20.9
Hispanics	9.4	9.7	10.2	10.7	9.9
Male Students	277,708	286,692	153,344	131,218	848,962
Whites	38.7%	40.0%	39.4%	38.6%	39.2%
Blacks	11.4	10.3	10.3	9.4	10.5
Hispanics	4.9	5.0	5.2	5.3	5.1
Female Students	260,212	268,772	147,667	135,707	812,358
Whites	36.3%	37.1%	37.8%	39.3%	37.3%
Blacks	10.8	10.1	10.1	10.4	10.4
Hispanics	4.5	4.7	4.9	5.4	4.8

Table 3. 1980 Dropouts by Age, Race/Ethnicity and Sex

Student Age:	Under 14	14 to 15	16 to 17	18 to 19	Over 19
Total Students	1.6%	2.7%	13.1%	20.3%	18.8%
Whites	1.3	2.3	13.1	18.7	16.6
Blacks	2.5	3.9	12.5	25.7	26.8
Hispanics	2.4	3.3	13.5	22.3	23.4
Male Students	1.6	2.5	14.2	23.0	21.1
Whites	1.3	2.2	14.3	21.1	18.6
Blacks	2.6	3.7	13.6	30.2	30.9
Hispanics	2.5	2.4	15.6	26.5	26.0
Female Students	1.5	2.9	12.0	17.6	16.5
Whites	1.3	2.4	11.9	16.3	14.6
Blacks	2.4	4.1	11.4	21.7	23.3
Hispanics	2.3	4.2	11.4	17.7	20.7

Table 4. 1980 High School Graduates by Age, Race/Ethnicity and Sex

Student Age:	16 to 17	18 to 19	Over 19
Total Students	4.4%	61.5%	80.1%
Whites	4.6	64.2	82.6
Blacks	3.7	51.4	70.9
Hispanics	5.5	56.0	74.6
Male Students	3.6	56.6	77.8
Whites	3.8	59.7	80.5
Blacks	2.6	43.3	66.5
Hispanics	4.8	50.5	71.9
Female Students	5.3	66.5	82.4
Whites	5.4	68.7	84.6
Blacks	4.8	58.7	74.6
Hispanics	6.2	62.0	77.5

Table 5. 1980 High School Graduates Enrolled in College by Age, Race/Ethnicity and Sex

Student Age:	Under 18	18 to 19	20 to 21	22 to 24
Total Students	35.9%	46.4%	35.4%	19.9%
Whites	35.8	46.9	36.2	20.2
Blacks	33.1	42.5	30.5	17.7
Hispanics	55.8	61.6	48.7	29.8
Male Students	34.5	45.4	37.1	23.0
Whites	34.4	46.1	38.4	23.4
Blacks	26.1	38.0	28.3	17.7
Hispanics	58.1	62.5	49.3	34.6
Female Students	36.9	47.3	33.8	17.0
Whites	36.9	47.6	34.1	17.0
Blacks	37.1	45.4	32.1	17.6
Hispanics	53.9	60.9	48.2	25.2

Table 6. 1980 College Graduates by Age, Race/Ethnicity and Sex

Student Age:	Under 22	22 to 24	25 to 29	Over 29
Total Students	0.5%	11.9%	18.7%	22.4%
Whites	0.6	13.2	20.5	24.5
Blacks	0.3	4.9	9.2	9.8
Hispanics	0.5	10.6	16.0	16.0
Male Students	0.4	11.8	20.2	27.3
Whites	0.5	13.2	22.4	30.2
Blacks	0.2	4.9	8.1	10.3
Hispanics	0.6	9.9	17.4	20.5
Female Students	0.6	11.9	17.3	17.6
Whites	0.7	13.1	18.7	18.8
Blacks	0.3	5.0	10.0	9.4
Hispanics	0.4	11.3	14.6	12.1

TABLES FOR ILLINOIS

Table 1. The 1980 Educational Pipeline

	Elementary Enrollment Age 6-13	H. S. Enrollment 14-17	H. S. Grads 18-24	College Enrollment 18-24	College Grads 22-29
Total Students	98.7%	93.0%	76.3%	24.8%	21.1%
Whites	99.0	93.8	80.5	25.9	23.3
Blacks	97.7	91.5	63.1	20.5	9.8
Hispanics	97.7	83.9	45.7	13.7	5.9
Male Students	98.6	93.2	73.9	25.1	22.2
Whites	99.0	94.1	78.6	26.7	24.8
Blacks	97.7	91.5	58.1	17.8	8.9
Hispanics	97.6	83.7	41.9	13.3	5.9
Female Students	98.8	92.7	78.6	24.5	19.9
Whites	99.1	93.4	82.4	25.1	21.8
Blacks	97.8	91.6	67.4	22.8	10.5
Hispanics	97.9	84.1	50.2	14.3	5.9

Table 2. 1980 Enrollment Below College by Grade, Race/Ethnicity and Sex

Grades:	1 to 4	5 to 8	9 to 10	11 to 12	All
All Students	707,407	741,072	415,188	379,074	2,242,741
Whites	74.2%	75.6%	76.7%	79.4%	76.0%
Blacks	8.4	7.0	5.9	5.0	6.9
Hispanics	2.0	1.4	1.1	1.0	1.5
Male Students	364,434	378,976	212,560	192,174	1,148,144
Whites	38.4%	38.8%	39.5%	40.7%	39.1%
Blacks	4.3	3.6	3.0	2.6	3.6
Hispanics	1.0	0.7	0.6	0.6	0.8
Female Students	342,973	362,096	202,628	186,900	1,094,597
Whites	35.8%	36.8%	37.2%	38.7%	36.9%
Blacks	4.1	3.4	2.9	2.4	3.4
Hispanics	0.9	0.7	0.5	0.4	0.7

Table 3. 1980 Dropouts by Age, Race/Ethnicity and Sex

Student Age:	Under 14	14 to 15	16 to 17	18 to 19	Over 19
Total Students	1.3%	1.8%	9.1%	17.2%	17.2%
Whites	1.0	1.3	8.1	14.2	13.4
Blacks	2.3	2.9	10.9	25.8	28.1
Hispanics	2.3	5.5	23.3	40.9	49.4
Male Students	1.4	1.8	9.1	18.9	18.8
Whites	1.1	1.3	7.9	15.6	14.5
Blacks	2.3	3.1	11.5	29.4	31.3
Hispanics	2.4	5.1	24.0	43.4	52.9
Female Students	1.2	1.8	9.1	15.4	15.7
Whites	0.9	1.4	8.2	12.8	12.3
Blacks	2.2	2.6	10.3	22.4	25.4
Hispanics	2.1	5.9	22.6	37.9	45.2

Table 4. 1980 High School Graduates by Age, Race/Ethnicity and Sex

Student Age:	16 to 17	18 to 19	Over 19
Total Students	2.7%	62.3%	81.8%
Whites	2.6	66.6	86.0
Blacks	3.1	47.3	69.8
Hispanics	2.7	37.3	48.8
Male Students	2.3	58.3	80.2
Whites	2.2	63.2	84.8
Blacks	2.3	40.1	66.3
Hispanics	2.4	33.3	45.1
Female Students	3.2	66.4	83.4
Whites	3.1	70.2	87.2
Blacks	3.8	54.2	72.6
Hispanics	3.1	42.1	53.1

Table 5. 1980 High School Graduates Enrolled in College by Age, Race/Ethnicity and Sex

Student Age:	Under 18	18 to 19	20 to 21	22 to 24
Total Students	35.8%	49.7%	38.7%	19.8%
Whites	34.2	49.5	38.8	19.1
Blacks	37.6	50.1	36.7	21.0
Hispanics	34.3	45.6	33.7	20.2
Male Students	34.5	49.6	40.0	22.3
Whites	32.5	49.6	40.7	22.0
Blacks	38.5	48.7	34.1	20.0
Hispanics	24.1	46.7	36.4	21.4
Female Students	36.8	49.8	37.4	17.3
Whites	35.4	49.4	36.9	16.2
Blacks	37.1	51.0	38.8	21.8
Hispanics	43.5	44.6	31.0	19.0

Table 6. 1980 College Graduates by Age, Race/Ethnicity and Sex

Student Age:	Under 22	22 to 24	25 to 29	Over 29
Total Students	0.4%	16.3%	24.1%	25.7%
Whites	0.4	18.5	26.5	27.7
Blacks	0.3	6.9	11.8	12.0
Hispanics	0.4	4.4	6.9	7.1
Male Students	0.3	16.3	26.1	30.5
Whites	0.4	18.5	28.9	33.1
Blacks	0.2	5.9	11.0	12.4
Hispanics	0.3	4.5	6.8	8.0
Female Students	0.5	16.4	22.2	21.1
Whites	0.5	18.5	24.0	22.4
Blacks	0.3	7.7	12.3	11.6
Hispanics	0.5	4.4	7.0	6.2

TABLES FOR NEW JERSEY

Table 1. The 1980 Educational Pipeline

	Elementary Enrollment Age 6-13	H. S. Enrollment 14-17	H. S. Grads 18-24	College Enrollment 18-24	College Grads 22-29
Total Students	98.8%	94.4%	78.5%	25.6%	23.4%
Whites	99.1	95.3	81.7	26.5	25.6
Blacks	97.9	91.5	66.2	20.0	9.9
Hispanics	98.1	88.8	57.1	19.4	8.5
Male Students	98.8	93.9	76.0	25.9	25.0
Whites	99.1	94.8	79.4	27.3	27.4
Blacks	97.9	91.2	60.6	18.2	9.0
Hispanics	98.0	88.0	54.5	18.6	9.3
Female Students	98.8	94.8	81.0	25.4	21.9
Whites	99.1	95.7	83.9	25.7	23.9
Blacks	98.0	91.8	70.9	21.5	10.6
Hispanics	98.1	89.7	59.5	20.2	7.9

Table 2. 1980 Enrollment Below College by Grade, Race/Ethnicity and Sex

Grades:	1 to 4	5 to 8	9 to 10	11 to 12	All
All Students	434,363	487,601	274,172	250,521	1,446,657
Whites	76.7%	78.3%	79.5%	81.9%	78.7%
Blacks	17.2	17.0	16.5	15.0	16.6
Hispanics	9.9	9.0	7.8	6.7	8.6
Male Students	224,251	250,161	138,848	124,724	737,984
Whites	39.6%	40.2%	40.4%	41.2%	40.3%
Blacks	8.9	8.6	8.3	7.0	8.4
Hispanics	5.3	4.6	3.8	3.3	4.4
Female Students	210,112	237,440	135,324	125,797	708,673
Whites	37.1%	38.0%	39.1%	40.6%	38.4%
Blacks	8.3	8.4	8.1	8.0	8.3
Hispanics	4.7	4.4	4.0	3.3	4.2

Table 3. 1980 Dropouts by Age, Race/Ethnicity and Sex

Student Age:	Under 14	14 to 15	16 to 17	18 to 19	Over 19
Total Students	1.2%	1.5%	7.4%	14.0%	13.6%
Whites	0.9	1.0	6.4	11.3	10.5
Blacks	2.1	3.0	11.0	23.7	24.0
Hispanics	1.9	4.2	15.7	29.5	33.8
Male Students	1.2	1.6	8.5	15.9	15.0
Whites	0.9	1.1	7.4	13.1	12.2
Blacks	2.1	2.9	12.0	26.4	28.3
Hispanics	2.0	4.3	17.3	32.1	34.2
Female Students	1.2	1.5	6.3	12.0	12.3
Whites	0.9	1.0	5.3	9.4	8.8
Blacks	2.0	3.1	10.0	21.2	20.5
Hispanics	1.9	4.0	14.1	26.7	33.5

Table 4. 1980 High School Graduates by Age, Race/Ethnicity and Sex

Student Age:	16 to 17	18 to 19	Over 19
Total Students	2.1%	61.6%	85.5%
Whites	1.9	64.8	88.5
Blacks	2.8	49.0	74.0
Hispanics	2.5	42.1	63.7
Male Students	1.9	57.2	84.1
Whites	1.7	60.7	87.2
Blacks	2.7	42.8	69.3
Hispanics	2.3	37.3	62.9
Female Students	2.3	66.0	87.0
Whites	2.1	69.2	89.8
Blacks	2.9	54.9	77.8
Hispanics	2.7	47.4	64.3

Table 5. 1980 High School Graduates Enrolled in College by Age, Race/Ethnicity and Sex

Student Age:	Under 18	18 to 19	20 to 21	22 to 24
Total Students	34.1%	50.1%	39.3%	19.6%
Whites	33.4	50.8	38.6	19.2
Blacks	34.3	44.0	34.9	20.0
Hispanics	46.4	51.0	38.0	22.8
Male Students	32.5	50.1	40.3	22.1
Whites	33.9	51.0	41.1	22.0
Blacks	30.4	42.1	34.0	21.1
Hispanics	39.1	49.5	38.1	24.0
Female Students	35.4	50.1	38.4	17.2
Whites	33.1	50.7	36.3	16.6
Blacks	37.8	45.3	35.6	19.2
Hispanics	53.1	52.3	38.0	21.8

Table 6. 1980 College Graduates by Age, Race/Ethnicity and Sex

Student Age:	Under 22	22 to 24	25 to 29	Over 29
Total Students	0.4%	18.3%	26.6%	28.4%
Whites	0.4	20.4	29.0	30.5
Blacks	0.2	7.7	11.4	11.8
Hispanics	0.4	7.2	9.4	9.0
Male Students	0.4	18.6	29.0	34.2
Whites	0.4	20.8	31.7	36.9
Blacks	0.2	6.6	10.7	13.9
Hispanics	0.3	7.1	10.7	11.2
Female Students	0.5	18.1	24.3	23.0
Whites	0.5	20.0	26.4	24.4
Blacks	0.3	8.5	11.9	10.2
Hispanics	0.5	7.2	8.3	7.1

Table 1. The 1980 Educational Pipeline

	Elementary Enrollment Age 6-13	H. S. Enrollment 14-17	H. S. Grads 18-24	College Enrollment 18-24	College Grads 22-29
Total Students	97.0%	88.3%	74.6%	19.9%	15.5%
Whites	97.8	89.0	77.7	22.0	18.4
Hispanics	97.6	88.1	67.5	15.2	7.6
Male Students	96.9	89.2	73.1	20.6	16.1
Whites	97.7	89.1	75.8	23.6	19.0
Hispanics	97.6	89.4	65.2	15.2	8.2
Female Students	97.2	87.3	76.1	19.3	14.9
Whites	97.8	88.9	79.6	20.3	17.8
Hispanics	97.5	86.8	69.8	15.2	6.9

Table 2. 1980 Enrollment Below College by Grade, Race/Ethnicity and Sex

Grades:	1 to 4	5 to 8	9 to 10	11 to 12	All
Total Students	88,000	89,000	49,000	43,000	269,000
Whites	70.0%	71.8%	71.9%	75.1%	71.8%
Hispanics	44.5	44.3	44.1	42.7	44.1
Male Students	45,000	46,000	25,000	22,000	138,000
Whites	36.2%	37.3%	36.9%	39.3%	37.2%
Hispanics	22.6	22.9	23.0	22.1	22.8
Female Students	43,000	43,000	24,000	21,000	131,000
Whites	33.8%	34.5%	35.0%	37.6%	34.6%
Hispanics	21.9	21.4	21.1	21.6	21.3

Table 3. Percentage of Dropouts by Age, Race/Ethnicity and Sex

Student Age:	Under 14	14 to 15	16 to 17	18 to 19	Over 19
Total Students	3.0%	4.8%	13.9%	19.0%	19.1%
Whites	2.2	3.3	13.8	19.9	15.8
Hispanics	2.5	4.5	14.8	23.1	26.8
Male Students	3.1	4.3	13.1	19.8	19.7
Whites	2.3	2.7	14.4	24.3	16.3
Hispanics	2.4	3.8	13.2	24.9	28.1
Female Students	2.9	5.3	14.8	18.1	18.5
Whites	2.2	4.0	13.0	15.2	15.3
Hispanics	2.5	5.2	16.5	21.4	25.5

Table 4. 1980 High School Graduates by Age, Race/Ethnicity and Sex

Student Age:	16 to 17	18 to 19	Over 19
Total Students	4.0%	61.3%	80.2%
Whites	3.9	63.8	83.6
Hispanics	3.8	56.9	72.4
Male Students	3.4	58.1	79.5
Whites	3.3	59.7	82.9
Hispanics	3.4	52.8	70.7
Female Students	4.7	64.5	80.9
Whites	4.6	68.2	84.2
Hispanics	4.3	60.8	73.9

Table 5. 1980 High School Graduates Enrolled in College by Age, Race/Ethnicity and Sex

Student Age:	Under 18	18 to 19	20 to 21	22 to 24
Total Students	23.8%	38.4%	26.2%	19.5%
Whites	25.8	38.7	27.4	20.6
Hispanics	19.4	30.6	18.0	13.0
Male Students	29.4	42.4	30.0	21.7
Whites	29.1	43.1	31.6	22.5
Hispanics	27.6	32.9	21.7	15.2
Female Students	19.3	34.8	22.5	17.3
Whites	23.1	34.5	23.2	18.8
Hispanics	11.9	28.6	14.8	10.9

Table 6. 1980 College Graduates by Age, Race/Ethnicity and Sex

Student Age:	Under 22	22 to 24	25 to 29	Over 29
Total Students	0.3%	9.6%	19.3%	24.9%
Whites	0.4	11.8	22.5	29.0
Hispanics	0.2	4.4	9.8	11.2
Male Students	0.3	8.9	20.8	29.7
Whites	0.3	10.8	24.2	34.3
Hispanics	0.1	4.4	11.0	15.5
Female Students	0.4	10.4	17.7	20.0
Whites	0.4	12.9	20.9	23.5
Hispanics	0.2	4.4	8.6	6.8

TABLES FOR NEW YORK

Table 1. The 1980 Educational Pipeline

	Elementary Enrollment Age 6-13	H. S. Enrollment 14-17	H. S. Grads 18-24	College Enrollment 18-24	College Grads 22-29
Total Students	98.8%	93.6%	77.8%	30.7%	24.0%
Whites	99.0	94.6	82.5	32.4	26.6
Blacks	97.8	91.9	63.8	25.2	10.4
Hispanics	98.2	88.8	52.9	20.1	8.1
Male Students	98.7	93.7	75.4	31.6	25.2
Whites	99.0	94.6	80.3	33.7	27.1
Blacks	97.6	91.7	58.6	23.1	9.9
Hispanics	98.2	89.2	49.6	19.4	8.5
Female Students	98.8	93.6	80.1	29.9	22.8
Whites	99.1	94.5	84.7	31.1	26.1
Blacks	97.9	92.2	68.2	27.0	10.9
Hispanics	98.2	88.3	55.6	20.7	7.8

Table 2. 1980 Enrollment Below College by Grade, Race/Ethnicity and Sex

Grades:	1 to 4	5 to 8	9 to 10	11 to 12	All
All Students	1,017,084	1,132,118	639,063	566,877	3,355,142
Whites	74.5%	74.9%	74.4%	77.0%	75.0%
Blacks	17.0	17.2	17.9	16.8	17.2
Hispanics	13.3	12.3	11.6	9.4	12.0
Male Students	525,299	582,132	326,773	283,410	1,717,614
Whites	38.6%	38.6%	38.2%	39.0%	38.6%
Blacks	8.6	8.7	8.9	8.0	8.6
Hispanics	6.9	6.3	5.9	4.5	6.1
Female Students	491,785	549,986	312,290	283,467	1,637,528
Whites	35.8%	36.3%	36.2%	38.0%	36.4%
Blacks	8.4	8.5	9.0	8.8	8.6
Hispanics	6.4	6.0	5.7	4.8	5.9

Table 3. 1980 Dropouts by Age, Race/Ethnicity and Sex

Student Age:	Under 14	14 to 15	16 to 17	18 to 19	Over 19
Total Students	1.3%	1.6%	7.6%	13.8%	15.3%
Whites	1.0	1.1	6.5	10.7	11.4
Blacks	2.2	2.8	9.3	21.8	25.8
Hispanics	1.8	3.5	15.7	32.1	39.0
Male Students	1.3	1.7	8.2	15.6	16.5
Whites	1.0	1.2	7.1	12.2	12.5
Blacks	2.4	2.9	10.5	25.6	29.0
Hispanics	1.8	3.5	15.5	33.8	40.8
Female Students	1.2	1.6	7.0	12.1	14.1
Whites	0.9	1.1	5.8	9.2	10.2
Blacks	2.1	2.7	8.2	18.2	23.2
Hispanics	1.8	3.5	15.9	30.6	37.5

Table 4. 1980 High School Graduates by Age, Race/Ethnicity and Sex

Student Age:	16 to 17	18 to 19	Over 19
Total Students	3.3%	63.9%	83.6%
Whites	3.1	69.2	88.0
Blacks	3.9	47.9	71.1
Hispanics	3.2	40.5	58.1
Male Students	2.6	59.3	82.3
Whites	2.4	64.8	86.7
Blacks	3.2	40.9	67.4
Hispanics	2.6	35.3	56.0
Female Students	4.0	68.5	84.9
Whites	3.8	73.5	89.3
Blacks	4.5	54.4	74.1
Hispanics	3.8	45.3	59.8

Table 5. 1980 High School Graduates Enrolled in College by Age, Race/Ethnicity and Sex

Student Age:	Under 18	18 to 19	20 to 21	22 to 24
Total Students	47.9%	60.5%	46.5%	23.4%
Whites	47.8	60.8	46.7	22.3
Blacks	47.6	58.0	43.3	27.5
Hispanics	42.7	57.1	42.7	25.7
Male Students	49.0	61.5	49.3	26.8
Whites	50.6	61.9	50.1	26.0
Blacks	44.1	56.4	42.2	29.0
Hispanics	41.8	56.0	43.4	28.4
Female Students	47.1	59.7	43.9	20.4
Whites	46.0	59.7	43.6	18.8
Blacks	50.0	59.1	44.1	26.5
Hispanics	43.4	57.9	42.1	23.5

Table 6. 1980 College Graduates by Age, Race/Ethnicity and Sex

Student Age:	Under 22	22 to 24	25 to 29	Over 29
Total Students	0.8%	19.6%	26.7%	27.3%
Whites	0.9	20.7	30.2	30.6
Blacks	0.5	8.1	12.0	11.9
Hispanics	0.4	6.2	9.3	8.3
Male Students	0.7	19.7	28.7	31.8
Whites	0.7	18.8	32.3	35.6
Blacks	0.4	7.0	11.7	13.1
Hispanics	0.5	6.0	10.0	10.3
Female Students	0.9	19.6	24.8	23.0
Whites	1.0	22.6	28.3	25.8
Blacks	0.6	8.9	12.1	11.0
Hispanics	0.3	6.3	8.8	6.7

TABLES FOR TEXAS

Table 1. The 1980 Educational Pipeline

	Elementary Enrollment Age 6-13	H. S. Enrollment 14-17	H. S. Grads 18-24	College Enrollment 18-24	College Grads 22-29
Total Students	98.1%	90.7%	70.1%	21.7%	18.9%
Whites	98.4	91.4	73.0	23.3	21.3
Blacks	97.2	91.3	68.3	17.6	10.9
Hispanics	97.5	86.2	51.1	14.8	6.8
Male Students	98.1	91.3	68.1	22.1	19.7
Whites	98.4	92.0	71.3	24.1	22.5
Blacks	97.2	91.7	65.0	15.7	9.6
Hispanics	97.5	87.1	48.7	14.5	6.5
Female Students	98.1	90.0	72.2	21.4	18.0
Whites	98.5	90.7	74.7	22.5	20.0
Blacks	97.2	91.0	71.7	19.6	12.1
Hispanics	97.5	85.3	53.6	15.2	7.1

Table 2. 1980 Enrollment Below College by Grade, Race/Ethnicity and Sex

Grades:	1 to 4	5 to 8	9 to 10	11 to 12	All
All Students	988,003	951,066	501,488	426,554	2,867,111
Whites	74.4%	75.0%	75.0%	77.4%	75.2%
Blacks	14.0	14.2	15.3	14.6	14.4
Hispanics	29.8	28.2	25.4	21.8	27.3
Male Students	510,235	488,201	257,565	216,178	1,472,179
Whites	38.5%	38.5%	38.6%	39.4%	38.6%
Blacks	7.2	7.2	7.7	7.3	7.3
Hispanics	15.4	14.5	13.1	10.9	14.0
Female Students	477,768	462,865	243,923	210,376	1,394,932
Whites	36.0%	36.5%	36.4%	38.1%	36.5%
Blacks	6.8	7.0	7.6	7.3	7.1
Hispanics	14.4	13.8	12.3	10.9	13.3

Table 3. 1980 Dropouts by Age, Race/Ethnicity and Sex

Student Age:	Under 14	14 to 15	16 to 17	18 to 19	Over 19
Total Students	1.9%	3.3%	13.1%	22.3%	21.7%
Whites	1.6	2.8	12.1	20.4	19.0
Blacks	2.8	3.2	11.5	21.3	22.1
Hispanics	2.5	6.0	20.2	35.1	40.2
Male Students	1.9	2.8	12.6	23.3	23.1
Whites	1.6	2.4	11.5	20.9	20.1
Blacks	2.8	2.7	11.7	24.0	24.5
Hispanics	2.5	5.0	19.6	37.4	42.0
Female Students	1.9	3.8	13.6	21.2	20.4
Whites	1.6	3.2	12.8	19.8	17.9
Blacks	2.8	3.6	11.2	18.6	19.8
Hispanics	2.5	7.0	20.7	32.8	38.3

Table 4. 1980 High School Graduates by Age, Race/Ethnicity and Sex

Student Age:	16 to 17	18 to 19	Over 19
Total Students	1.9%	51.9%	77.3%
Whites	1.8	54.4	80.3
Blacks	2.5	49.6	76.3
Hispanics	1.4	35.1	57.9
Male Students	1.6	48.7	75.9
Whites	1.5	51.4	79.1
Blacks	2.0	45.1	73.6
Hispanics	1.1	31.9	56.0
Female Students	2.2	55.2	78.8
Whites	2.1	57.5	81.4
Blacks	3.1	54.1	78.9
Hispanics	1.7	38.6	60.0

Table 5. 1980 High School Graduates Enrolled in College by Age, Race/Ethnicity and Sex

Student Age:	Under 18	18 to 19	20 to 21	22 to 24
Total Students	29.9%	47.5%	36.8%	20.2%
Whites	30.4	49.2	37.7	20.7
Blacks	26.9	40.8	29.7	16.2
Hispanics	25.7	43.3	32.3	20.4
Male Students	28.4	46.6	37.7	23.3
Whites	28.1	48.7	38.8	24.4
Blacks	19.8	36.4	27.1	16.4
Hispanics	25.6	42.2	32.6	22.6
Female Students	30.9	48.4	35.9	17.2
Whites	32.2	49.7	36.6	17.0
Blacks	31.7	44.6	32.1	16.0
Hispanics	25.7	44.2	32.0	18.2

Table 6. 1980 College Graduates by Age, Race/Ethnicity and Sex

Student Age:	Under 22	22 to 24	25 to 29	Over 29
Total Students	0.4%	14.3%	21.8%	24.2%
Whites	0.5	16.3	24.5	26.9
Blacks	0.3	8.2	12.7	12.7
Hispanics	0.2	5.1	7.9	8.2
Male Students	0.3	14.0	23.4	29.0
Whites	0.3	16.2	26.5	32.6
Blacks	0.2	6.3	11.9	12.7
Hispanics	0.2	4.4	8.0	10.1
Female Students	0.5	14.7	20.2	19.3
Whites	0.6	16.4	22.3	21.2
Blacks	0.4	10.0	13.5	12.6
Hispanics	0.3	5.9	7.8	6.3